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USAID/BASIC EDUCATION PROJECT ANNUAL REPORT

October 1, 2008 – September 30, 2009



A returning child finds mom, dad, sister and brother



Training of trainers ITC



Curriculum Mapping Exercise



Family Reunification Camp

Associate Cooperative Agreement 685-A-00-08-00072-00
USAID/Senegal
AOTR: Pape Momar Sow
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SECTION I—INTRODUCTION

The USAID/Basic Education project is a five-year initiative that focuses on improving access, quality, and governance of the middle school education system in Senegal. This new program falls within the scope of the *Programme Decennal de l'Education et de la Formation* (PDEF), a ten-year education and training plan that focuses on improving access, quality and management of the Senegalese education system.

Working in close collaboration with the Ministry of Education, the project supports the fulfillment of the PDEF vision through five components and two units:

- 1.) *Vulnerable Children*: providing vulnerable children, including girls, with a quality education or professional training and returning estranged children to their families;
- 2.) *Curriculum and Instruction*: improving the quality of middle school education by implementing a new curriculum that covers civic education and the world of work, introducing teachers to teaching/learning assessment methods capable of enhancing student mastery of individual learning objectives;
- 3.) *Governance and Management*: improving management and governance in education, increasing parental, business, and local community participation in governance;
- 4.) *Public-Private partnership*: increasing private sector contributions to education by expanding partnerships between the public and private sectors
- 5.) *Information Technology and Communication*: providing internet connectivity for increased access to quality educational information and resources in schools and their surrounding communities
- 6.) *Small Grants Program*: providing small grants to local NGOs and CBOs to assist talibes and students at risk of dropping out to stay in school and to monitor their progress
- 7.) *Monitoring and Evaluation*: ensuring the efficient management and effective performance of the project towards its goals and objectives.

In Year 1, the project used four main strategies to implement its goals: 1) build stakeholder engagement in pursuit of the goals and objectives of the project; 2) conduct baseline studies and conduct pilots in the project's areas of intervention; 3) build a strong working relationship with the ministry and state institutions to ensure sustainability in the project's intervention, and; 4) build the project's programmatic and operational structure to serve its national and regional objectives.

This report contains six sections: 1) Introduction; 2) Key accomplishments; 3) Challenges faced; 4) Status of Year 1 results by components and units; 5) Training report; and 6) Success stories. An updated PMEP is provided in Appendix 1, and Year 2 first quarter plans in Appendix 2.

SECTION II—KEY ACCOMPLISHMENTS

During its first year of implementation, the USAID/Basic Education project was able to meet several major programmatic milestones:

- Over 500 stakeholders from the public, private, and civil society sectors at the national and regional levels have been mobilized through involvement in the consultative committees and working groups. These stakeholders have been instrumental in shaping the analysis and the strategies that the project has used in the first year and will use in the second year of the project.
- Baseline studies have been conducted for 4 of the 5 components, thereby establishing a solid base of knowledge about the current situation in which the project will intervene
- Over 600 individuals, including parents, teachers, school officials, and state employees have benefitted from training activities
- Intervention models were developed, tested, and validated
- And over 5,000 vulnerable children, a key target population for this project, were identified and reached through early project interventions.

Specific accomplishments by components are described below:

Vulnerable Children Component

- 4,845 vulnerable children, 1,083 of which are girls, were newly registered in 65 educational structures; and 52 children were reunited with their parents. This result represents almost twice the target of 2,500 children (200 girls) that was identified as a first year goal. The educational structures selected consist primarily of training centers and daaras in the regions of Dakar, St. Louis urban and rural, Louga and Matam. The quality of the educational and support services of these educational structures was assessed and a program to support improved services was designed, with a Year 2 goal of implementation.
- 500 students at risk of dropping out of middle school were selected to receive support for staying in school out of a pool of 650 eligible students. The selection tool developed and piloted by the project in collaboration with the IDENs of the regions of Dakar, Louga, and Matam helped to identify the factors that constitute the most risk for students—factors largely related to lack of financial resources. With the support of the project in the form of school uniforms and supplies, these students will matriculate in October 2009.

Curriculum and Instruction

- The project succeeded in breaking through the resistance of key stakeholders to the involvement of USAID as a technical partner in the revision of the middle school curriculum. The project implemented a participatory, action research process that engaged these stakeholders in assessing the state of the current middle school curriculum. Three workgroups reviewed the current middle school program, mapped pedagogical practices of middle school teachers, reviewed existing research on the middle school system and produced a document that summarizes their findings while making recommendations for the theoretical foundations for a revised, more relevant middle school curriculum. Through this process, the resistors have become partners in the development of a revised and transformed middle school curriculum.

Governance and Management

- The partnership the project has created with the FENAPES has stimulated new life in this national organization and its local and regional structures. FENAPES, like its member APEs, are: reviewing their membership (including the need for increased participation of mothers and young parents), deepening their understanding of the importance of their role in educational accountability; improving their financial and

organizational management to increase transparency and greater participation of all members; and analyzing how they can become advocates in addressing issues such as early marriage, girls dress codes in schools.

- This component used a participatory method to conduct its baseline study, that included Focus groups by structure (IA; IDEN; Regional Council; Municipal Council; Rural Council; APE; UDAPE; URAPE; and CSOs) in each of the six southern regions. These groups reviewed their own performance against a series of criteria established for each type of structure, covering performance relative to : vision, mission; policies and planning; project, program, and activity management; monitoring and evaluation mechanisms; administrative and human resource management; material and financial management; and relations, partnership, and communication. With the help of the trained facilitator, each group discussed its strengths, weaknesses, opportunities and threats, and areas for strengthening. Many of the regional reports present a striking candidness in the self-appraisals, indicating a degree of readiness to move toward greater transparency, among other things.

Information Technology and Communication

- For the first time, a baseline study analyzing the status of ITC in 408 of 863 middle schools and assessing the feasibility of developing a comprehensive program of ITC in middle school education was conducted. The study provides a typology of schools that can be used to guide a differentiated approach to supporting an ITC in education program, and presents a geo-referencing tool that can be used to provide a dynamic portrait of the status of the project's target schools using various indicators. This tool has uses beyond the ITC component, and can support the project's effort to monitor and evaluate its work across all the components. As importantly, potentially through a creative partnership with private sector partners, it can be sustained as a key function of the ministry's own monitoring and evaluation activity.
- The definition of a package of services and interventions to help middle schools in Senegal become 21st century schools has been created. This package includes: 1) a training program for teachers, students, and school officials to support ITC in teaching and learning, student technology clubs, and school management; 2) the needed ITC equipment ranging from computers to video-projectors that will support these activities and; 3) a sustainability plan that will help schools ensure maintenance and updated equipment and services. The first cohort of trainers has been trained and will conduct training as part of the second-year implementation of the package of services with 11 test schools.

Public Private Partnerships

- Despite the late start-up of the work of this component, the project is ending its first year with four memoranda of understandings in process: Digital Links and Next Global Solutions chosen to provide the ITC solutions for 11 test schools; Intel to support teachers' pedagogical practices through an adaptation of the IntelTeach program; Microsoft for a package of services that will include ITC support to the daaras and training centers selected by the project.

The success stories of the components are captured in Section IV at the end of each of the status updates of the components.

Operationally, the project accomplished key milestones:

- The strategy of proximal management with the Ministry has largely been a success. The interconnections between the work of the project and that of the ministry were made possible through a collaborative structure that ensured communication between and among the parties. It facilitated access to the minister

and promoted a flow of information to his cabinet about the project and its interventions. A team-building retreat for the staff of USAID/EDB, USAID/PAEM, and the DEMSG and ID was held in the last quarter and was heralded as a signature activity that enabled the project and its partners to develop a common understanding of each other's work and to plan the strategies and results for Year 2 of the project. This will be instituted as an annual activity to create synergies between the partners and to plan the project's yearly strategies and interventions.

- Regional offices, based at the IA or the IDEN of the ten target regions of the project have been set up, equipped with staff and materials, and are operational.
- A successful transition process was established USAID/PAEM enabling USAID/EDB to identify and implement the programmatic connections to be made by the two projects. The two projects have developed a staff transition plan for the regions and are sharing staff at the national level.
- The monitoring and evaluation unit of the project has been a core participant in every facet of the planning and monitoring of the project. Working in collaboration with the national coordinators and the project's leadership, they have: 1) developed tools and guides to plan and collect performance monitoring data; 2) supported the staff in the development of their scopes of work for and selection of researchers of the baseline and case studies; 3) accompanied staff in field visits to ensure consistency in practices and processes; 4) developed the conceptual framework for ensuring effective synergies between the project components, including joint data collection in the field to minimize overburdening local constituents. The unit has used the PMEP to help component staff stay connected to the results and their indicators.

SECTION III: CHALLENGES FACED

USAID/EDB is a complex project with five distinct components and three units that must work in synergy with each other and with international, national, and regional partners to reach its ambitious goals and objectives. While staff have made a heroic, and mostly successful, attempt to make those synergies happen, a systematic approach to implementing a cohesive project is still a work in progress.

- Difficulties were experienced in creating management processes and procedures to efficiently connect the sub-contractors to each other and to the project administratively and programmatically, creating hitches in the project's budgeting and planning processes. By the third quarter of the project, better communication and procedures were put in place to address these challenges.
- We have experienced a need for more effective planning with the Ministry in order to reduce the potential for duplication and redundancy in efforts, and to ensure that the project's activities are aligned with the Ministry's strategic goals. The team-building and the Year 2 planning process began our efforts to plan more effectively together.
- The project will need to develop more effective internal and external communication to facilitate more coherence and synergy in the programmatic dimensions and to increase the visibility of the project to the larger community. To address this need, USAID/EDB and USAID/PAEM will share the latter's communication assistant and develop an intranet to facilitate national and regional communications and a website to communicate more broadly about the project and its activities.
- The project experienced a leadership gap with the resignation of the DCOP. As an important administrative and financial function, this gap has had an impact on stabilizing our operational procedures. A recruitment effort is well underway to hire a new DCOP.

SECTION IV: STATUS OF YEAR 1 RESULTS BY COMPONENTS AND UNITS (October 2008-September 2009)

COMPONENT 1-VULNERABLE CHILDREN

The overall goal of this component is to provide vulnerable children with a quality basic education and/or vocational training, and reunite children “en rupture” with their estranged families.

Specific Objectives:

- Advocate for the support and engagement of state authorities, local officials and opinion leaders in the application of rules and regulations protecting children.
- Work in close collaboration with organizations active in the sector, relevant ministries, and Koranic teacher groups to improve the quality of education for vulnerable children, especially girls.
- Create education strategies for talibes and street kids that will enable them to complete a specific program of instruction and obtain specific literacy and vocational skills that will facilitate their re-entry into the formal school system.
- Use relevant media outlets to educate the general public about the extent of the plight of Talibes and street children and create change from within by partnering with personalities and influential organizations in this sector. This education would lead to policy changes and financial support from government and donors and solidarity with Koranic teaching associations to improve the situation.

Five-Year Results:

- 500 Koranic teachers will participate in the USAID/EDB Project
- 34,000 Talibes and street children will be enrolled primary level educational programs
- 15,000 Talibes and street children will be enrolled in middle, secondary and vocational educational programs.
- The ability and commitment of local associations, teacher organizations and NGOs to provide services to vulnerable children will be increased.

YEAR 1 RESULTS	STATUS	OBSERVATIONS
1. Stakeholder engagement and buy-in of the goals and strategies of the project and component are achieved	ACHIEVED <ul style="list-style-type: none">• A national advisory committee (COCEV) comprised of 45 members from organizations in the public, private, and civil society sectors was convened and validated the work and approach of the component• Local advisory committees in the target regions of Louga, St. Louis and Matam were established• Meetings with the associations of Coranic teachers were held to discuss their engagement in the project's work• Partnership terms were discussed with PARRER and the President's Comite d'Appui a la Petite Enfance (CAPE)	<ul style="list-style-type: none">• Difficulties were experienced in setting up the Dakar regional committee due to delays in the IA's schedule
2. A situation assessment baseline data collection of vulnerable children	ACHIEVED <ul style="list-style-type: none">• Emergence Consulting was selected as the consulting firm to carry out the baseline study through a competitive bidding process• The validation of the research methodology	<ul style="list-style-type: none">• There were significant issues with the first draft of the report, therefore delaying the validation of the study with the COCEV, the plan for

YEAR 1 RESULTS	STATUS	OBSERVATIONS
and daaras is conducted.	<p>involving the national and regional project staff, DEMSG and ID staff counterparts, and the Ministry of the Family was achieved</p> <ul style="list-style-type: none"> The research was conducted; the first draft was submitted and reviewed; a second draft was received on September 30th 	dissemination and the use of the findings to develop the component's communication strategies
3.2,500 vulnerable children, including at least 200 girls, are newly enrolled in educational structures.	EXCEEDED <ul style="list-style-type: none"> 4845 vulnerable children, of which 1,083 are girls, were newly enrolled in 65 educational in the regions of Dakar, St. Louis urban and rural, Louga, and Matam. A week-long family reunification camp was held by Enda in the greater Dakar region and 52 children out of 70 who participated have returned to their families and promise to enroll in school 	<ul style="list-style-type: none"> The protocol that is being designed to ensure quality and consistent services in the educational structures selected has been delayed but will be accomplished by mid-October
4. The quality of services in at least 60 educational structures for vulnerable children has been strengthened.	EXCEEDED <ul style="list-style-type: none"> 65 structures were selected to receive the children identified in Result 3 and their needs were assessed An improvement plan for each structure has been developed The typology of a model daara has been developed 	<ul style="list-style-type: none"> The small grants to support the improvement of the 60 educational structures will be issued in October 2009 The typology of a model daara will be presented to and validated by the COCEV in October 2009
5.500 students at risk of dropping out have been supported in pursuit of their basic education (350 in the target regions ; 150 in PAEM regions)	ACHIEVED <ul style="list-style-type: none"> 500 students at risk of dropping out were selected out of a pool of 650 students The negotiation with the Ministry to keep them in school was successfully negotiated The package of support, which includes school uniforms and materials, was developed The tool to define the risk profile was developed and implemented with the collaboration of the IDEN of Dakar, Louga, and Matam 	<ul style="list-style-type: none"> The plan of support will be implemented in the 2009-2010 school year The tool piloted to select the students was viewed by the IA and IDENs as a valuable tool that should be largely implemented The USAID/PAEM regions could not be brought into this pilot phase due to the slow start in beginning the regional operations of USAID/EDB

COMPONENT 2- CURRICULUM AND INSTRUCTION

The overarching goal of USAID/BE's work in curriculum and instruction is to improve the quality of middle school education by developing more relevant curricula, improving instruction, and developing a culture of continuous assessment in middle schools in Senegal.

Specific Objectives

- Build a revised, more relevant curriculum aligned with the PDEF
- Build a middle school curriculum in good governance

- Build a culture of continuous assessment of student learning

Five-Year Results

Build a revised, more relevant curriculum aligned with the PDEF

1. A new curriculum is developed, validated, and distributed in all of the middle schools in Senegal
2. 607 middle schools have received and are utilizing the materials of the new curriculum
3. 7,786 teachers are trained in the use of the new materials and the curriculum (PAEM teachers are trained the 1st and 2nd years, and the others the 4th and 5th years)
4. 1,047 officials and administrators are trained to support or supervise the teachers in the implementation of the new curriculum in all regions
5. 80% of trained teachers are using the new curriculum

Build a middle school curriculum in good governance

1. A curriculum of good governance is developed and validated
2. 7,786 teachers are trained in the use of the curriculum and supporting materials on good governance (the PAEM teachers are trained in the 1st and 2nd years, and others are trained in the 4th and 5th years)
3. 1,047 officials and administrators are trained to support the teachers in the use of the new good governance curriculum and supporting materials
4. 607 middle schools have received and are using the tool kits of the good governance curriculum
5. A 10 point increase in students' KAP scores on good governance principles, values, and practices (disaggregated by gender)

Build a culture of continuous assessment of student learning

1. A toolkit on continuous assessment of student learning is developed and validated
2. 7,786 teachers are trained in the use of the toolkit on continuous assessment of student learning (PAEM teachers are trained in the 1st and 2nd years, and other teachers are trained in the 4th and 5th years)
3. 1,047 officials and administrators are trained to use the toolkit on continuous assessment of student learning
6. 607 middle schools have received and are using the toolkit on continuous assessment of student learning
7. 1,921 parents are trained in the methods of continuous assessment of student learning

YEAR 1 RESULTS	STATUS	OBSERVATIONS
1. Stakeholder engagement and buy-in of the project and component goals and strategies are achieved	<p>ACHIEVED</p> <p>Three leadership and advisory structures have been put in place:</p> <ul style="list-style-type: none"> • <u>The CNEC</u>: official documents calling for the formation of the Comite National pour l'Elaboration du Nouveau Curriculum (CNEC) and naming its participants, and the working group, the Secretariat Executif (the Secretariat) were signed by the minister; The CNEC was officially launched in April, with 100% participation of the 70 members; the Secretariat's charter was approved by the CNEC • <u>The Secretariat</u> was convened and three working groups were created to work on the analysis of the profile of the middle school graduate, current pedagogical practices in middle schools, and the theoretical foundations of a revised middle school curriculum; these groups have produced reports that have been reviewed and synthesized 	<ul style="list-style-type: none"> • The secretariat and the scientific committees have delivered four research reports that will be instrumental in guiding the curriculum revision for the next four years • The members of these groups have expressed their commitment to working with the project to revise the middle school curriculum

YEAR 1 RESULTS	STATUS	OBSERVATIONS
	<p>by the project staff, the ministry and the scientific committee</p> <ul style="list-style-type: none"> • <u>The Scientific Committee</u>, comprised of educational researchers and practitioners was created by the Minister and the Director of the DEMSG to carry out tactical analyses and assure quality control of the productions of the Secretariat and the management team of the component; this committee participated in the design and implementation of the mapping exercise 	
2. A situation analysis of current pedagogical practices and the profile of middle school entrants and graduates relative to the world of work and good governance competencies is conducted and validated	ACHIEVED <ul style="list-style-type: none"> • An exercise mapping the pedagogical practices of teachers in 12 middle schools was successfully conducted with the support of an international expert • Three working groups within the secretariat successfully carried out an analysis of the profile of the middle school graduate, and expanded the findings of the mapping exercise with the review of other research reports on pedagogical practices • The draft of the final report providing a synthesis of the three reports has been produced 	<ul style="list-style-type: none"> • The validation of the report will occur with the secretariat and the CNEC in October/November
3. The theoretical foundations of a pertinent curriculum and a road map for the revision of the curriculum are defined and validated	ACHIEVED <ul style="list-style-type: none"> • The working group of Secretariat formed to define the theoretical foundation of a pertinent curriculum for Senegal and to propose the roadmap to be followed for the revision of the curriculum completed their work with a draft report • The scientific committee reviewed the report and submitted their comments • The project and ministry staff are finalizing the report for validation before the full Secretariat and the CNEC 	
4. Continuous assessment toolkits are drafted and piloted in 20 schools	PARTIAL ACHIEVEMENT/Shifted to Year 2 <ul style="list-style-type: none"> • An evaluation workshop led by an international expert was held in the last quarter for the Secretariat, staff of the project and the Ministry and the Scientific Committee 	<ul style="list-style-type: none"> • Issues were identified and strategies for implementing this result were suggested for Year 2 implementation

COMPONENT 3- GOVERNANCE AND MANAGEMENT

The overarching goal of this component is to improve transparency and accountability in the management of education resources.

Specific Objectives:

1. Strengthen capacities of regional elected councils, local elected councils, and personnel of decentralized services of the Ministry of Education in transparent planning, budgeting, and management of education resources.
2. Assist the education sector to design and carry out National Education Account exercises at the beginning and end of the project period.
3. Contribute to promoting a culture of transparency and information sharing, through public dialogue processes at national and regional levels on education sector performance and budget execution.
4. Assist key stakeholders - including parents' associations, local governments, decentralized educational administrations, civil society and the private sector - to clarify their roles and responsibilities, and strengthen their own capacity to support the education sector.
5. Strengthen governance and institutional management capacities of local parents' associations and their federations

Five-Year Results:

1. 2,500 managers of decentralized services of the Ministry of Education, regional and local elected officials are trained in transparent planning, budgeting, and management of education resources
2. 240 Regional and Local Councils have improved their management information systems related to planning, budgeting, management, and oversight of education resources
3. 150 personnel in decentralized Ministry of Education have improved their management practices and respect for ethics and transparency standards
4. 80 civil society organizations have strengthened capacity in data collection and analysis, techniques of dialogue / debate and other sentinel activities, and supporting regional and local councils in effective and transparent management of education resources
5. 85% of Regional and Local councils in regions of USAID/BE intervention publish information on the acquisition and utilization of Education resources.
6. 75% of Regional and Local councils in regions of USAID/BE intervention hold public meetings to plan the utilization of Education resources and review expenditures made
7. 251 parents' associations participate in regular monitoring of school performance and resource use, thanks to USAID/BE capacity strengthening activities.
8. 5020 parents have substantially improved their understanding of the roles and responsibilities of parents' associations, thanks to USAID/BE capacity strengthening activities.
9. 16 regional and departmental Federations of Parents' Associations have increased capacity to support improvements and transparency in middle school management
10. 80% of supported parents' associations and federations have improved their management information systems
11. 80% of supported parents' associations and federations meet agreed good governance standards.

YEAR 1 RESULTS	STATUS	OBSERVATIONS
1. Stakeholder engagement and buy-in of the project and component goals and strategies are achieved	ACHIEVED <ul style="list-style-type: none">• The Comite pour la Bonne Gouvernance de l'Education (CBGE) and the working groups were launched and are functional• A local advisory committee in Fatick was established and has been engaged in the training	<ul style="list-style-type: none">• The second meeting of the CBGE is scheduled for October 2009

YEAR 1 RESULTS	STATUS	OBSERVATIONS
	and mobilization activities in the region	
2. A situation analysis and baseline data collection, with a review of existing practices, instruments and capacity development modules relevant to governance and management of the education sector is carried out and validated	ACHIEVED <ul style="list-style-type: none"> • Data collection based on a participatory process was conducted in six regions; regional reports were produced and reviewed internally by the project • National study was conducted and draft of the final report was produced 	<ul style="list-style-type: none"> • The validation of the regional and national reports will occur at the meeting of the CBGE
3. A program of support to Regional and Local Councils designed to strengthen their capacities in effective management of resources for education is developed, piloted in 2 Regional Councils and 6 local councils and validated for generalization	MOSTLY ACHIEVED <ul style="list-style-type: none"> • Situation assessment of 4 regional councils and 10 local councils in 6 regions was conducted • Initial set of performance indicators for regional and local councils were defined and validated through the situation assessment process. • Training modules to build the capacity of local elected officials were developed and tested in the region of Fatick 	<ul style="list-style-type: none"> • The test in the other pilot sites will take place and the program validated in the first trimester of Year 2 • Important
4. A program of support to civil society organizations designed to enhance their contribution to effective and transparent education resource management is developed, piloted in 8 communities and validated for extension to other organizations	PARTIALLY ACHIEVED <ul style="list-style-type: none"> • Situation assessment of 6 OSCs, 6 CGEs and 1 media organization across 6 regions was conducted • An initial set of performance indicators for OSCs was defined and validated through the situation assessment process • Training modules using the community mobilization materials of USAID/PAEM and the Wula Nafa project were developed and have been tested in tested in the region of Fatick 	<ul style="list-style-type: none"> • The process for developing the training modules has engaged over 60 participants (12 women) and 12 local structures and has taken longer, thereby delaying the test in other pilot sites, which will take in the first trimester of Year 2
5. Two Regional Councils and six	PARTIALLY ACHIEVED <ul style="list-style-type: none"> • A situation assessment of 4 regional councils and 	<ul style="list-style-type: none"> • The implementation of the public dialogues in the other

YEAR 1 RESULTS	STATUS	OBSERVATIONS
Local Councils share information and hold public dialogues on actions planned to support education, and on the acquisition and utilization of education resources	<p>10 local councils in 6 regions was conducted was conducted and the initial set of performance indicators for 10 OSCs was defined and validated through the situation assessment process</p> <ul style="list-style-type: none"> The training modules for the public dialogues were developed and are being tested in Fatick 	test regions will occur in the first trimester of Year 2
6. A mechanism for public dialogue at the national level on education sector performance and budget execution is developed and tested (initial National Education Account demonstration exercise)	PARTIALLY ACHIEVED <ul style="list-style-type: none"> An official note from the Minister supporting the development of an education account demonstration exercise was obtained An intervention framework for the education account approach was proposed by a team of international experts and validated by the CBGE Education Accounts working group and follow-up meetings with the DEMSG were held 	The testing phase of this demonstration was not possible due to time constraints
7. A program to improve the effectiveness of parent's associations (APE), unions (URAPE, UDAPE), and the national federation (FENAPES) is tested in 6 local parents' associations (APE), 4 regional and departmental unions (URAPE, UDAPE), and the national federation (FENAPES), and finalized for generalization	ACHIEVED <ul style="list-style-type: none"> A plan to strengthen FENAPES was developed and adopted by the organization Performance indicators and a mechanism for monitoring the progress of the FENAPES was adopted and implemented Ongoing support of the FENAPES was provided through bi-weekly meetings An assessment of the administrative and financial management of the resources of the organization was conducted jointly with the Small grants and regional operations unit of the project Five training sessions of the FENAPES were held With financial and technical support of the project, FENAPES organized and conducted workshops to help re-energize the APEs in the Fatick region Training modules to support the APE, UDAPE, and URAPE were developed and are being tested in Fatick 	<ul style="list-style-type: none"> The FENAPES has demonstrated its commitment to implement its mission and its goal as a national organization of APEs and regional and local union of APE

COMPONENT 4- PUBLIC PRIVATE PARTNERSHIPS

The overall goal of this component is to increase private investment in education.

Specific Objectives

1. Launch a national campaign for education with employers' associations in support of public education
2. Provide internships for middle schools students in private businesses
3. Each year, have Employers' Associations sponsor schools for young leaders and entrepreneurs (YELA)
4. Have local businesses visit schools, especially women business leaders to serve as positive role models for girls

Five-Year Results

1. Businesses make a total of \$6 million USD (approximately 2 billion FCFA) in new contributions to education
2. 35,000 middle school students participate in structured two-week internships offered by businesses
3. 4,000 middle school students participate in visits offered by businesses
4. 5,000 visits to middle schools are made by business men and women

The staff recruitment for this component took longer than anticipated. The lead person who had been identified as a potential candidate and/or consultant had been frequently on travel. Moreover, the novelty of public-private partnership in education challenged our ability to find an appropriate candidate for the position. A long search process ensued. We have identified the new national coordinator who will start in mid-August.

YEAR 1 RESULTS	STATUS	OBSERVATIONS
1. Stakeholder engagement and buy-in of the project and component goals and strategies are achieved	START-UP ACHIEVED <ul style="list-style-type: none"> • Planning activities were conducted with the participation of the governance and management staff and the DEMSG • The process of developing a partnership between ARTP and the project to support vulnerable children in Matam was started and then halted due to staff issues in the component and at ARTP • The development of MOU's with Microsoft, Intel, HP, Sonatel/Orange, Digital Links, and Next Global Solutions has begun • Meetings to discuss the approach and strategies of this component were held with the DEMSG and the Minister of Education • A meeting on a potential partnership was held with the Conseil Economique et Social and its Commission sur l'Education 	<ul style="list-style-type: none"> • The partial achievement of this component's results is due to its late start-up
2. A situation analysis and baseline data collection on the state of public-private partnership in education are conducted	START-UP ACHIEVED <ul style="list-style-type: none"> • The terms of reference for the study were prepared 	<ul style="list-style-type: none"> • The call for proposals and study will be launched in the first quarter of Year 2
3. An operational plan for a national campaign for education is developed	<ul style="list-style-type: none"> • Re-scheduled for Year 2 	
4. Job fairs, school visits and career nights are	<ul style="list-style-type: none"> • Re-scheduled for Year 2 	

YEAR 1 RESULTS	STATUS	OBSERVATIONS
organized and financed by business leaders in at least 20 middle schools as pilot initiatives		
5. An internship program is designed, implemented and evaluated with 60 middle school students, half of which are girls	<ul style="list-style-type: none"> • Re-scheduled for Year 2 	

COMPONENT 5- INFORMATION AND COMMUNICATION TECHNOLOGIES

The overarching goal for this component is to provide internet connectivity for increased access to quality education information and resources in schools and their surrounding communities.

Specific Objectives:

1. Establish ICT Advisory Committee and Working Group to consolidate and coordinate the support from private and public sectors, donors and civil society organizations.
2. Create computer labs connected to Internet / Wireless internet in 408 schools, including all 251 schools in PAEM regions.
3. Develop strategies for the maintenance and support of ICT resources in schools.
4. Train teachers, school administrators, Inspectors and the MOE officers in the use and integration of ICT in teaching, school management and governance.
5. Organize ICT Clubs to provide support to students for the maintenance and sustainability of the computers and the internet connections.
6. Improve the MOE web site – Better Education Portal.

Five-Year Results:

1. 408 middle schools, including 251 in the PAEM regions, are equipped with internet / WIFI-connected computer labs.
2. 408 community organizations for ICT management are created and operational.
3. 408 technical clubs are created and operational.
4. The MOE web Portal is improved for more visibility on the computer management, the private sector support, reports/communications among actors (students, teachers, decision makers, other partners).
5. Open Source Software for the portal content management and the MOE servers operation (update, maintenance, security) is used.
6. Pedagogical guides and materials are developed, tested and distributed to 408 schools and available in the MOE web portal.
7. 58,300 Directors, teachers and students are trained to use internet / WIFI and the MOE portal.
8. 2,332 school Directors, teachers and MOE staff are trained to use the MOE portal for administrative tasks.

YEAR 1 RESULTS	STATUS	OBSERVATIONS
1. Stakeholder engagement and buy-in of the project and component goals and strategies are	EXCEEDED <ul style="list-style-type: none"> • An Advisory, Wireless Internet for Better Education (CIMED) and its working group (IMED) were established and functional 	<ul style="list-style-type: none"> • CIMED held its second meeting of the year and IMED respected a monthly meeting schedule to complete the development of the

YEAR 1 RESULTS	STATUS	OBSERVATIONS
achieved	<ul style="list-style-type: none"> IMED developed and implemented the first draft of the training modules for teachers, school administrators and students and created a model of an “ITC EDB school” Members of IMED benefited from participation in the international E-Learning conference in Dakar and a study tour to Intel’s IntelTeach program in South Africa to learn about and discern the fit between the program and the project’s curriculum revision and teacher training activities 	training modules and plan the training in the 2009/10 school year
2. A feasibility study, including baseline data collection, is completed and validated	ACHIEVED <ul style="list-style-type: none"> The study was successfully conducted and delivered on time by Omedia, and validated by CIMED and the IA, IDEN, and regional stakeholders at a national meeting 74 researchers from local organizations in targeted regions were selected, trained, and conducted the research with Omedia 90% of the research subjects were reached 	<ul style="list-style-type: none"> The study is the first of its kind and contains information on 408 middle schools in the regions of Dakar, Fatick, Kolda, Tamba, Sedhiou, Kedougou, and Ziguinchor A geo-referencing tool that can be used to connect local schools nationally and locally and to maintain an active portrait of the status of a range of indicators on the schools was proposed
3. Activities linked to internet connection are tested and evaluated in 10 schools	ACHIEVED <ul style="list-style-type: none"> A pre-selection study was conducted to determine criteria for eligibility for the test schools and 11 schools were selected after the analysis of the pre-selection process The schools readied their technology rooms under the supervision of the project staff and members of IMED An international call for proposals for innovative IT solutions was launched and 2 companies were selected A training package was developed for teachers, students, and principals and 42 trainers (3 X 11 schools + 6 experts in ICT from the IAs of DK, FK, LG, TC, ZG, KD et 3 members de BST) were trained in ITC in education 	<ul style="list-style-type: none"> An additional school equipped with a large ITC room was selected following the pre-selection study due to their potential to reach neighboring schools, thereby increasing the number of beneficiaries during this test phase The IT solutions will be implemented and training will begin in Year2
4. The members of the maintenance Technical Clubs are identified and trained in 4 pilot schools	ACHIEVED & NUMBER OF SCHOOLS EXCEEDED <ul style="list-style-type: none"> The pilot schools were increased to 11 to coincide with the activities in result 3 Members of the Technical Clubs and the school-based management committees were identified based on selection criteria developed by IMED 	<ul style="list-style-type: none"> Training will begin in the beginning of the school year (Year 2)

YEAR 1 RESULTS	STATUS	OBSERVATIONS
	<p>and regional coordinators</p> <ul style="list-style-type: none"> • Training modules were developed and trainers trained 	
5. Access to educational information and resources via internet and WIFI is tested in 4 pilot schools	ACHIEVED & NUMBER OF SCHOOLS EXCEEDED <ul style="list-style-type: none"> • The pilot schools have been increased to 11 to coincide with the activities in result 3 • Solutions to connectivity for the 11 test schools were proposed by the selected ICT firms • Discussions with ADIE and the project about solar solutions have begun and prototypes to be developed by a US-based firm will be offered as a public-private partnership contribution to the project 	
6. The Ministry of Education web portal is improved	ACHIEVED <ul style="list-style-type: none"> • The project webmaster was hired and oriented to the project goals and strategies • The analysis of the MOE website has been conducted in the context of the feasibility study • A site update was done by the webmaster at the request of the Director of the CIME 	<ul style="list-style-type: none"> • The results of the feasibility study will be shared with the DEMSG, CIME, and DPRE and a proposal will be developed for site improvement with the CIME

SMALL GRANTS PROGRAM AND REGIONAL OPERATIONS UNIT

The overarching goal of the Small Grants unit is to design and implement the small grant strategy in support of the goals and objectives of each of the project components. Given the extensive regional coverage of the program and the small grants regional and local focus, the Small Grants Unit was expanded to include regional operational responsibilities.

Specific Objectives

- Define and validate the strategic goals of the small grants program and regional operations of the project
- Develop a system for managing the small grants and regional operations
- Ensure appropriate synergies between the unit, the project components, and monitoring and evaluation units
- Advocate for and ensure effective regional management of the project activities and small grants program

YEAR 1 RESULTS	STATUS	OBSERVATIONS
1. The work of the unit is defined and communicated to staff and project stakeholders	ACHIEVED <ul style="list-style-type: none"> • Planning was conducted in collaboration with the components • Unit staff provided budgeting support to the components and participates in all planning and implementation meetings of the National Coordinators and the M&E unit • Unit and M&E staff have developed and proposed regional approach and structures • Unit staff has participated in field missions with the Vulnerable Children, Governance and Management components to learn about their goals and strategies and to provide assistance 	<ul style="list-style-type: none"> • This unit has been integrated as a core part of the administration and finance team

YEAR 1 RESULTS	STATUS	OBSERVATIONS
2. Regional offices are set-up with personnel, equipment and management procedures for effective start-up	ACHIEVED <ul style="list-style-type: none"> • 10 regional offices of the project, located in the IA or IDEN, were opened and are functional • The project's regional needs were assessed, site visits were conducted, and a plan was developed and executed; space issues in Fatick and Tamba were resolved with the support of the IA and the Ministry • Transition of PAEM regional coordinators and financial assistants was planned and executed; and administrative assistants to support EDB work were recruited and hired • Regional bank accounts will be opened at Ecobank; the mechanism for managing funds regionally in relation to national office financial procedures has been developed and staff will be trained in October on these procedures 	
3. Manuals for small grants and regional operations are developed, validated and utilized	PARTIALLY ACHIEVED <ul style="list-style-type: none"> • The regional financial management and operational manual was developed and shared, and validated with national and regional staff • The small grants manual has been drafted and reviewed by staff; modifications have been made based on an analysis of the needs of the Governance and Management, ICT, and Vulnerable Children components and to ensure consistency with AED financial management procedures 	<ul style="list-style-type: none"> • Most of the components were not yet ready to issue small grants; training modules produced by all of the components incorporate small grants management and small grants will be issued in Year 2 to support schools, APE, OSC and other local beneficiaries of the project
4. Project staff and national and community partners are equipped to manage the small grants program	PARTIALLY ACHIEVED <ul style="list-style-type: none"> • Small grants management procedures have been identified and shared with national and regional staff • Training modules developed by the Governance and Management, ICT, and Vulnerable Children components incorporate small grants management concerns and processes 	See Result 3 observations
5. Beneficiaries of the small grants are identified and their projects are financed	PARTIALLY ACHIEVED <ul style="list-style-type: none"> • Component coordinators and stakeholders have identified small grants needs 	See Result 3 observations
6. Monitoring and evaluation activities are conducted and appropriate follow-up is provided	ACHIEVED <ul style="list-style-type: none"> • Joint site visits with the M&E national coordinator were conducted in the regions to train staff and ensure understanding of M&E activities relative to small grants program • Tools were shared and need for new tools were identified 	

MONITORING AND EVALUATION UNIT

- Design and implementation of a system of Monitoring and Evaluation for the USAID/Basic Education project consistent with the mandates of USAID and the principles of the PDEF
- Develop the tools and mechanisms of M&E with the staff and stakeholders
- Establish a working group on M&E
- Develop a database to manage information and trace progress of project indicators
- Train local and regional stakeholders and staff on M&E to ensure active and effective participation in monitoring and evaluation activities

YEAR 1 RESULTS	STATUS	OBSERVATIONS
DEVELOPMENT AND IMPLEMENTATION OF MONITORING AND EVALUATION MECHANISMS		
1. The M&E plan is developed and finalized	ACHIEVED <ul style="list-style-type: none"> • The project's M&E plan (PMEP) was finalized and submitted in English and French to USAID 	
2. A working group on M&E is established and functional	PARTIALLY ACHIEVED <ul style="list-style-type: none"> • Sessions were held with staff of the DEMSG, DPRE, and USAID / PAEM, and the conceptual and operational framework for the group was developed • 	<ul style="list-style-type: none"> • The group was not able to define its full scope of work because the baseline studies for each of the components were not yet finalized • Year 2 activities have been planned to develop the scope of work and to train regional staff in monitoring and evaluation procedures
3. Data collection tools to monitor activities are developed and tested	PARTIALLY ACHIEVED <ul style="list-style-type: none"> • A test version of five tools to collect quarterly data was developed: (1) Middle schools ("établissements scolaires"), (2) Daaras ; (3) training centers ; (4) support centers; and (5) small businesses • Three report formats were developed and adopted : workshop reports ; field mission reports ; and meeting reports • The tools were partially tested in the collection of quarterly project data 	<ul style="list-style-type: none"> • The tools were integrated in the data collection tools develop for and tested during the implementation of the baseline studies • They will be fully tested during regional workshops to be held in the first quarter of Year 2 and in synergy with the small grants and regional operations unit
4. Database used for M&E is functional	ACHIEVED <ul style="list-style-type: none"> • A database that can receive data entry and produce reports on the progress of the PMP indicators has been built and is functional and is regularly updated • Progress on the PMP indicators has been produced for the quarterly and annual reports (see appendix 2 of this report) 	
5. Evolving information on project activities, including training, is collected and	MOSTLY ACHIEVED <ul style="list-style-type: none"> • Data have been gathered and processed, and constitute the source of the training and indicators tables in this report 	<ul style="list-style-type: none"> • Quality control of the data and refinement of the system of data collection has been tested to ensure that training

YEAR 1 RESULTS	STATUS	OBSERVATIONS
processed		<p>participants are double-counted</p> <ul style="list-style-type: none"> The refined tool will be fully operational by the first quarter of Year 2
6. A document describing the M&E mechanisms for collecting and reporting on indicators is developed and validated	PARTIALLY ACHIEVED <ul style="list-style-type: none"> Proposed mechanisms for involving operational staff and partners in M&E activities and ensuring the flow of data and information from the field have been designed and described in a draft document 	<ul style="list-style-type: none"> The first draft of the document has been produced and shared with the DEMSG The finalization of the document will occur in the context of the regional trainings in the first quarter of Year 2
7. Regional staff and stakeholders are oriented to M&E tools and mechanisms	RESULT SHIFTED TO YEAR 2 <ul style="list-style-type: none"> Field visits have occurred jointly with the unit on regional operations and small grants, to assess needs and seek recommendations of staff and other actors (e.g., IA planners) at the regional level 	<ul style="list-style-type: none"> This activity could not take place in Year 1 due to the delays in the completion of the baseline studies regional workshops will be held in the first quarter of Year 2
8. Performance criteria are identified with each Component	PARTIALLY ACHIEVED <ul style="list-style-type: none"> The M&E unit participated in the definition of performance and evaluation criteria employed in the situation analyses and baseline studies of all the components For Curriculum and Instruction, a first draft of the performance criteria was developed in the context of the documents produced on the profile of the middle school graduate and the pedagogical practices of middle school teachers For the Governance and Management component, the data collection tools used for the baseline study include performance criteria for the different structures that participated in the research; these criteria were used in the preparation of the pre- and post-tests issued in the training sessions held at the end of Year 1 in Fatick 	<ul style="list-style-type: none"> A relatively complete definition of performance criteria exist for two components, but the criteria for the other components will be completed with the availability of the baseline studies, which were not available until the end of Year 1, beginning of Year 2
SUPPORT TO THE MANAGEMENT OF THE PROJECT		
9. Planning support to the project's management and leadership is provided	ACHIEVED <ul style="list-style-type: none"> The unit participated in the preparation of the annual workplan for Year 1 and Year 2 The unit developed an automated system in MS 	

YEAR 1 RESULTS	STATUS	OBSERVATIONS
	ACCESS for producing budgeted workplans <ul style="list-style-type: none"> The unit produced a format for planning monthly activities that was adopted by the project leader and manager 	
10. Support to the project's efforts to create synergies between and among components and units is provided	PARTIALLY ACHIEVED <ul style="list-style-type: none"> Joint missions with the regional operations and small grants unit were conducted to identify the need and opportunities for greater synergy between project components in the regions Unit staff participated in planning the team-building activity. The Unit provided support to the preparation of the quarterly and the annual reports 	<ul style="list-style-type: none"> The “après-midi des composantes” was conceptualized as a mechanism for ensuring synergistic implementation between and among the components, but never really got off the ground; a renewed commitment by the staff has been expressed to make this operational in Year 2 and will be led by the M&E unit
SUPPORT TO COMPONENTS ON SITUATION ANALYSES AND BASELINE STUDIES		
11. Support to project Components in designing and implementing situation analyses and baseline studies is provided	ACHIEVED <ul style="list-style-type: none"> The unit staff participated in the preparation and finalization of all research design documents and in the selection of consultants and firms to conduct the studies The unit prepared and presented to all Component teams, a document specifying data and information relative to each Component to be sought in the conduct of the studies The unit provided support and advice to each component in decisions regarding research methods and tools for the studies Unit staff supported the components in documenting the training and validation workshops related to the studies The Unit supported the planning and implementation of the validation workshop held by the ICT component 	

PROJECT LEADERSHIP AND OPERATIONS UNIT

YEAR 1 RESULTS	STATUS	OBSERVATIONS
1. National office is set-up and functional	ACHIEVED <ul style="list-style-type: none"> 95% of the national staff has been hired and are set-up with the equipment and tools they need for optimal functionality The project offices in the Ministry are set-up and functional 	<ul style="list-style-type: none"> The recruitment process for the evaluation specialist has been produced only one viable candidate; others are being contacted to discern interest The need for a procurement

YEAR 1 RESULTS	STATUS	OBSERVATIONS
2. Planning and communications systems are developed and functional	MOSTLY ACHIEVED <ul style="list-style-type: none"> A participatory planning process involving project staff and ministry officials was implemented to produce the annual workplans for Years 1 and 2 Staff meeting structures for weekly and quarterly planning and reporting purposes have been developed and tested With the support of M&E unit, a quarterly activity reporting format was developed and tested A team-building activity to ensure better communication and synergy among project staff, between project staff and Ministry counterparts and with PAEM national and regional coordinators was implemented 	<p>specialist and other administrative staff has been assessed and recruitment will begin in Year 2</p> <ul style="list-style-type: none"> Additional office space will be needed and has been requested from the DEMSG <ul style="list-style-type: none"> The mechanisms to ensure component and unit synergies has not been effective and will need further development and implementation The calendar development process and presentation for internal and external communication purposes requires refinement and will be aided by the hiring of the communication assistant who will be in charge of its production The blueprint for an intranet as a tool for project-based communication has been developed and will be beta-tested in the first quarter of Year 2 The development of a communication plan has been identified as a core result of Year 2
3. Administrative and financial management systems are developed and functional	MOSTLY ACHIEVED <ul style="list-style-type: none"> Developed and refined a budgeted workplan as a management tool for the national coordinators and project administrators; and a budgeting and reporting mechanism for the sub-contractors of the Vulnerable Children component Developed and implemented per diem, honorarium, travel, and vehicle use policies Established procurement processes and procured equipment for the office and ICT component, 3 vehicles for national office use and 2 for the sub-contractors Developed the regional office start-up plan including making the decision to combine small grants program with regional operations; and assessed Year 2 needs 	<ul style="list-style-type: none"> The financial and administrative procedures are in place and functional, but will require more effective oversight by a DCOP to ensure greater timeliness and adherence to AED and USAID procedures

YEAR 1 RESULTS	STATUS	OBSERVATIONS
4. The project is launched nationally and regionally	ACHIEVED <ul style="list-style-type: none"> Plans for the national and regional launch were prepared with the Ministry and USAID and the project was launched in all 10 Regions and nationally in Dakar 	
5. Effective collaboration mechanisms between the project and the ministry are established	ACHIEVED <ul style="list-style-type: none"> The structure of national coordinator/DEMSG/ID staff homologue to ensure regular communication and collaboration has been implemented by national coordinators, the monitoring and evaluation and leadership and management units Equipment support has been provided to the DEMSG and ID to support their staff's ability to carry out their work with the project A generator was assessed as a need for ensuring the availability of energy in the Ministry and the procurement process for its purchase begun 	<ul style="list-style-type: none"> Improvements are needed in the communication mechanisms between the leadership of the project and the DEMSG; schedule conflicts are frequent due to the DEMSG need to honor requests by the minister
6. Mechanisms to ensure the transition between PAEM and EDB are established and implemented	ACHIEVED <ul style="list-style-type: none"> Bi-weekly meetings between project leaders were implemented to discuss, strategize, and implement a transition plan USAID/PAEM staff was invited to joint meetings to develop a common understanding of the goals and strategies of each project and to discuss regional start-up of BE; they participated in USAID/EDB's first annual team-building; and the regional staff serving both projects participated in the preparation of the Year 2 plan; and the COP of USAID/EDB participated in USAID/PAEM's annual planning activity Component coordinators have held meetings individually with USAID/PAEM to identify synergies and best practices and to co-implement activities 	
7. International expertise and AED home office support is provided to the project	ACHIEVED <ul style="list-style-type: none"> Susan Schuman, an expert curriculum consultant who worked with PAEM has conducted two missions to support the Curriculum and Instruction component; An evaluation specialist, Mark Lynd conducted a mission to support the C&I effort to define the strategies of continuous assessment The COP of AED's Alef project in Morocco conducted a mission to present on their project's experience with the revision of the curriculum and the Projet d'Etablissement with the Curriculum and Instruction (C&I) Secretariat and the project's staff The ITAC group at AED conducted a mission to the 	<ul style="list-style-type: none"> The finance staff of the project will participate in AED's regional financial training to be held in Senegal in October

YEAR 1 RESULTS	STATUS	OBSERVATIONS
	<p>project and provides ongoing support to the ITC component of the project</p> <ul style="list-style-type: none"> Ken Rhodes, the Deputy Director for Africa Programs conducted a mission to support the project, in particular to train staff on cost-share procedures, small grants design and management AED home office administration finance staff conducted a mission to provide administrative and financial systems support to the project in the absence of a DCOP and to participate in the preparation of the Year 2 plan and costed workplan RTI experts on educational financing conducted a mission to assist Governance and Management component in developing the framework for the national education account exercise and demonstration The COP and Senior financial manager attended AED financial trainings in Namibia and Morocco, respectively 	

SECTION V: TRAINING REPORT

TITLE OF TRAINING	Number of Hours	Date and Location	PARTICIPANTS		
			Target Populations	Total	Female
CURRICULUM AND INSTRUCTION COMPONENT					
Pretest of Mapping Exercise	18	18, 19, 20 February 2009 CEM 10e Thiés	Teachers (12) Principals (1) Observers (1) Pedagogical Counselors (1)	15	02
Supervisors' Training	14	02; 03 April Hôtel Ndiambour, Dakar	President of the national commissions of the curriculum (3) Inspectors of School Life (1) FASTEF Trainers (2)	06	0
Training of Facilitators	14	16; 17 April Hôtel Ndiambour Dakar	Pedagogical Counselors (6) Inspectors (4) Principals (2)	12	1
Conduct of the Mapping Exercise	18	24, 25, 26 April CEM Ahmed Tidiany, Pikine, Dakar	Teachers (39) Principals (1) Observers (1) Parents (1)	42	08
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Martin Luther King, Dakar	Teachers (25) Principals (1) Observer (1)	27	11

TITLE OF TRAINING	Number of Hours	Date and Location	PARTICIPANTS		
			Target Populations	Total	Female
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Moriba Diakite, Tambacounda	Teachers (41) Principals (1) Observers (1)	43	02
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Missirah, Tambacounda	Teachers (17) Principals (1) Observer (1)	19	04
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009, CEM Agnack, Ziguinchor	Teachers (9) Principals (1) Observers (2)	12	02
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Boucott Sud, Ziguinchor	Teachers (25) Principals (1) Observers (3)	29	7
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Massamba Siga Diouf, Louga	Teachers (25) Principal (1) Observers (1)	27	7
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Louga I	Teachers (25) Principal (1) Observer (1)	27	08
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Kolda I	Teachers (29) Principal (1) Observer (1)	31	5
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Sikilo Ouest, Kolda	Teachers (47) Principal (0) Observer (0)	47	11
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM Khar Nd.Diouf Fatick	Teachers (30) Principal (1) Observer (1)	32	7
Conduct of the Mapping Exercise	18	24, 25, 26 April 2009 CEM TMS Fatick	Teachers (32) Principal (1) Observer (1)	34	7
Participatory workshop to share experience and learned lessons from Morocco, in conception and implementation of curriculum for primary and vocational	12	5 and 6 August 2009 Ndiambour hotel	Members of executive Secretariat, guests from vocational and primary school	40	6
Workshop on competency testing	10	3 and 4 September 2009	Members of executive Secretariat, guests from vocational and primary school	39	7

TITLE OF TRAINING	Number of Hours	Date and Location	PARTICIPANTS		
			Target Populations	Total	Female
GOVERNANCE AND MANAGEMENT COMPONENT					
Workshop to design modules on strengthening the capacities of actors in educational system	26	13 to 18 July 2009 at Ndangane, Fatick	Agents of the deconcentrated services of the Ministry of Education, parents, Consultants	7	1
Participatory workshop on revival of PTAs	8	2-3 September 2009, Fatick	Executive members of FENAPES, members of UDAPE and URAPE, agents of deconcentrated and decentralized services, OSC members	30	6
Training workshop on Governance (communication, advocacy, leadership, partnership)	40	15-19 September 2009, Fatick	Elected officials, Agents of deconcentrated services of MoE, agents from decentralized services, Officials from civil society organizations, parents, teachers	60	12
Training workshop on Governance (communication, advocacy, leadership, partnership)	40	29 Sept-3 Oct 2009, Fatick	Elected officials, Agents of deconcentrated services of MoE, agents from decentralized services, Officials from civil society organizations, parents, teachers	60	12
INFORMATION AND COMMUNICATION TECHNOLOGIES COMPONENT					
Training of surveyors on research and data collecting methodologies	40	15-19 June 2009	60 surveyors from 12 regional structures and 14 surveyors from OMEDIA	74	7
Training of COREG on research methodologies	24	15-17 June 2009	10 COREG from different regions	10	1
Training of ICT trainers in pilot schools	24	30 June-2 July 2009, Dakar	Professors, ICT specialists, IA and BST personnel in target regions	42	4
INTEL Program Training	40	22-26 June 2009, Johannesburg, South Africa	DEMSG staff, FASTEF staff, and USAID/EDB project staff	4	2

SECTION VI: SUCCESS STORIES

HOW THE USAID/EDB PROJECT IS IMPROVING THE HEALTH OF 8000 TALIBES IN PIKINE AND THIAROYE

Pikine and Thiaroye, located in the Dakar region, are among the target areas of the USAID/EDB project. They are very populated semi-urban areas, with a vast majority of women and children. In Pikine alone, there are 430 daaras where talibes are living in extremely poor conditions. The health status of this vulnerable population is a real problem for Koranic school teachers, especially during the raining season.

Koranic school teachers, most of them without resources, face serious problems when it comes to caring for the talibes who regularly contract diseases such as malaria, flu, or fractures and other forms of traumatism. There are also the more serious diseases that are even more difficult to treat.

Talibes therefore end up living with diseases that have been improperly treated, which in the long term can have bad consequences for their overall health. In an unprecedented openness, The Koranic school teachers responsible for these structures produced the list of talibe boarders, enabling the project through Plan Senegal, one of its implementing partners actively working in the Pikine area, to launch a program of medical coverage for 150 daaras located in the department of Pikine called "*Appui pour la prise en charge médicale de 150 daara dans le département de Pikine*" The program consists of taking care of about 8000 talibes for whom the project offered free medical visits and services through various health centers in the department of Pikine and medicines.

Only a few weeks following the end of this program, we learned that it was a real success. The Talibes have experienced much less health problems this year and our partner Plan International is receiving an increased number of solicitations from Koranic school teachers of other departments who are heralding this initiative as a necessary intervention for all the Koranic structures of the Dakar region.



All working towards the Reform

The strategy implemented by the curriculum component of the USAID/EDB Project for key stakeholders to come together in analyzing the current curriculum and conceptualizing a more pertinent middle school curriculum has succeeded in mobilizing a reticent system around the needed reform of Senegalese middle school education, and indeed the system as a whole.



The early resistance to the project's involvement in this domain was based on the fear that the project would be intervening in an area until then solely managed by traditional structures. This was eventually overcome by sharing the real intentions and objectives of the project, the engagement and involvement of the stakeholders in the conception and implementation of the baseline study of the middle school curriculum. Through meetings to exchange ideas and to learn from the expertise of international experts on curriculum and student assessments, the workgroups have succeeded in producing four baseline documents on pedagogical practices, the articulation of the profiles of students entering and leaving middle school, and a conceptual framework to guide the development of a pertinent middle school curriculum. For the first time, in these exchanges, members of the elementary, middle, technical and vocational school came together to make the linkages between their sub-systems and to identify the needed synergies in the programs.



Likewise, the participatory workshops and training sessions held with more than 480 (95 of whom are women) teachers, principals, parents, pedagogical advisors and inspectors served to build greater buy-in and commitment to the goals and strategies of the project.

« I am extremely pleased to have participated in all the steps of building a conceptual framework for the middle school curriculum. This is the result of teamwork and the USAID/EDB project should be credited for supporting the Ministry in implementing the necessary reforms to improve the performance of the sub sector by initiating a vast middle school curriculum reform. A lot of hard work is necessary to meet the objective of training youth in our middle schools in life skills and to give them the means to succeed in secondary school. The DEMSG and its technical and financial partners will do its best to integrate other subjects taught in middle school in the reform process» Masseck Birane Seck, Chief of the Teaching and Learning Division at the Direction de l'Enseignement Moyen Général (DEMSG) of the Ministry of Early Childhood, Primary, Middle and Secondary School and National Languages.

MAKING SENSE OF THE BASELINE AND FEASIBILITY STUDY

ATELIER DE RESTITUTION DE L'ETAT DES LIEUX
& DE L'ETUDE DE FAISABILITE POUR LA
CONNEXION DE 408 COLLEGES DU SENEGAL
DAKAR, HOTEL TERANGA, 23 - 24 SEPTEMBRE 2009



Facilitated by the DEMSG Director and the USAID/EDB Chief of Party, the workshop on the restitution of the feasibility and baseline studies of the internet connection for the 408 schools allowed numerous stakeholders to demonstrate their engagement towards the project. Several actions and witnesses spoke to the success of this event:

1. The implication of all the Inspectors d'Academie (IA) and their engagement to accompany the project was clearly heard through the speeches of Mr. Mamadou Sèye, IA of Sédiou and Mr. Ndar FALL IA of St Louis
2. Appreciations and congratulations for first year results and achievements of the ICT component of the project were expressed by all participants
3. «I learned a lot during these two days. You have done a lot of things worth making visible», says Mr. Moustapha Ndiaye, IA of Fatick
4. Mme Aminata Djigo, the project's regional coordinator in Tamba says : « The workshop helped all actors understand that the COREG (regional coordinators) are the essence of the work that is being realized»
5. The excellent interventions of all actors during the regional group meetings as well as during the working groups are a testament to the high quality of participants.
6. The commitment of public partners such as : ADIE, the Prime Minister's Office, the President's Office through high level representations (Director, Technical Advisor of the President, Executif Secretary of the ICT Section of the Accelerated Strategy for Growth)
7. Mass participation of all the participants during the two days of the workshop.

Everyone left the event satisfied and eager to work with the project in implementing the recommendations proposed in the study.



« The partnership between USAID/EDB and the FENAPES has awakened federation »

The Federation of the Association of Parents and Students (FENAPES) is one of the key partners of the USAID Basic Education project (USAID/EDB). The role of this federation is transversal and key to the successful implementation of all of the project's components and the development of a quality basic education system in Senegal. Despite their importance as a constituency, previous evaluations of the education sector have highlighted the weaknesses in the involvement of parents in educational governance. The reasons are many; and to address these weaknesses, the USAID/EDB project has involved the FENAPES and its local and regional groups as a key stakeholder to be engaged and supported.

From the project's outset, the FENAPES was contacted and the terms of partnership were discussed and jointly defined. The organization demonstrated its keen interest in and agreement with the project's approach and strategies:

1. conduct a participatory analysis of the current situation of the parental involvement and the organizations functionality
2. develop a plan for improvements in their performance as an organization in particular their governance practices
3. provide partial support for the implementation of their improvement plan through trainings, coaching, and small grants
4. support both FENAPES and its local and regional groups
5. involve the FENAPES and its local and regional groups in building stakeholder engagement and buy-in to the goals and processes of transparent governance

Once this agreement was reached, the diagnostic workshops were held and followed by a planning workshop, weekly visits to the organization's headquarters, quality control activities to ensure transparency in the management system of the organization, and their commitment and support in preparing the site visits to their local and regional groups (URAPE, UDAPE).



Planning workshop, Ministry of Education, May 2009

Although it may be too early to claim success, the early results are encouraging, as provided in testimonials by members of the FENAPES:

« The partnership between USAID/EDB and FENAPES has awakened our federation. The local and regional groups of the federation have opened up and accepted to orient themselves to the practices of transparent governance »
Bakary Badiane, Président

« Before, we did not have partners. We used to seek specific and targeted support for our activities. Once the activity was over, the initiative was over. We know now how we will organize ourselves to build a culture of partnership»
Thierno Oumar Hann

« The FENAPES has become more visible and vocal. The collaboration with the Ministry of Education, its decentralized services, and the local government is more dynamic. As proof, the Deputy IA and the departmental inspector participated for a whole day in our workshops on September 2nd in Fatick » *Ibrahima Top, Trésorier Adjoint*

« In Thiès, we noticed an unprecedented level of participation. The URAPE of Thiès, inspired by the participatory diagnostic workshop in March, took the initiative to organize all of the General Assemblies of the UDAPE of Thiès, Mbour et Tivaouane. And using her own resources, she organized a farewell cocktail for the retiring IA of the region to recognize the quality of the support he brought to ensure a better understanding of the central role and responsibilities of the APE and its place in the educational system » *Momar Djim Cissé, Charge de Communication et de Formation*

« The meeting in Fatick permitted the URAPE of Foundiougne et Gossas to learn from the experiences of Fatick about how to mobilize resources through the redistribution of monies collected»



Participants in the workshop in Fatick September 2009

« We have found nothing but satisfaction in this partnership. The way we do our work is changing: we prepare and document our activities more methodically» *Assane Niang Trésorier général*

« We are better organized and the favorable echoes of the work in Fatick has encouraged all of the regions to seek a visit from the FENAPES to share this experience, which has boosted the confidence of the APE» *Assane Sylla et Mme Fatim Coly, membres du bureau*

It's on this note that the year of partnership with the FENAPES has come to a close. The FENAPES is intent on pursuing this partnership. It is preparing a quarterly workplan to the project and is poised to participate in the training workshops in transparent governance practices that one of its members helped to design. The organization has also committed itself to report quarterly on the status of its efforts to improve its management practices. As an organization, FENAPES participates actively in the workgroups of the Governance and Management, Curriculum and Instruction and ICT components. This level of engagement compels USAID/EDB to make good on this partnership for the life of the project.

APPENDIX 1

PMEP

USAID | BE Annual Performance Report: Situation of Indicator Values, Year 1

CODE	INDICATOR	DEFINITION	Target Y1	Dec 08	Mar 09	Jun 09	Sep 09
COMPONENT 1 - Vulnerable children							
101	Vulnerable children advisory committee on middle school curriculum development is created and functional.						
1100	Consultative Committee on Vulnerable Children established (CCEV)	Existence of Committee with clearly defined mission, objectives, terms of reference, and membership.	<i>CCEV established</i>	Project start-up	Establishment of the CCEV Committee in preparation	CCEV Committee established; First meeting Dakar, 6-7 May 2009	CCEV Committee established and functioning
102	Situation assessment baseline data collection of vulnerable children and daaras is conducted.						
1104	Baseline situation of vulnerable children and of Daaras in Dakar, St. Louis, Louga, and Matam is established.	Existence of a validated baseline report meeting expected quality and content criteria	<i>Establish baseline</i>	Project start-up	Related activity is in preparation	Situation assessment carried out. Report under internal review.	Full situation assessment report produced in near-final version.
103	2500 vulnerable children, including at least 200 girls, are newly enrolled in education structures.						
1105	Number of learners, including Talibe and non Talibe street children, enrolled in USG-supported primary schools or equivalent non school settings, disaggregated by gender and vulnerable status	Number of learners enrolled in educational institutions for vulnerable children, including Daaras, that are supported by the USAID / BE project	<i>2500 (200 girls)</i>	Project start-up	Related activity is under preparation	Enrollment planned for September 2009	4,845 children (1,083 girls) have been identified for enrollment in Y2
104	Quality of services in at least 60 educational structures for vulnerable children is strengthened						
1106	Number of Daaras supported to implement improved practices (reduced begging, enrolling children in education and improving living conditions)	Count of Daaras which have received USAID / BE support to implement improved practices	<i>60</i>	Project start-up	Related activity is under preparation	20 educational facilities identified for support (List available)	65 educational facilities identified for support (List available)

CODE	INDICATOR	DEFINITION	Target Y1	Dec 08	Mar 09	Jun 09	Sep 09
105	500 students at high risk of dropping out are supported in order to continue their basic education						
1109	Number of children participating in USAID / BE school dropout prevention program (disaggregated by gender)	Count of students initially identified by project as vulnerable to school failure and dropout and who are targeted to participate in USAID / BE school dropout prevention program.	<i>500 (150 girls)</i>	Project start-up	Student identification in process	500 students of whom 150 girls, have been identified.	No change from previous trimester

COMPONENT 2 - Curriculum and instruction

201 Curriculum and Instruction Advisory Committee on middle school is created and functional

2101	National Committee on Middle School Curriculum Development (CNEC) officially established	Existence of official Ministry texts defining mission, organization, and operation of the Committee, and naming initial members	<i>Official text produced</i>	Project start-up	Establishment of CNEC-EM Committee in process	CNEC-EM was established 15 April 2008, with official text.	CNEC-EM is established and functional
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202 Curriculum mapping exercise is carried out for the ten subject areas of the middle school curriculum

2104	Analytical mapping of existing MS curriculum relative to Profile of Middle School Graduate is completed.	Existence of a curriculum mapping report adopted by CNEC that meets defined criteria for quality and content	<i>Mapping of existing curriculum completed</i>	Project start-up	Related activity is under preparation	Curriculum mapping completed; final report under preparation.	Final curriculum mapping report has been produced for validation.
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203 First draft of the improved curricula for History/Geography and Civics Education integrating targeted cross-disciplinary and good governance competencies will be developed and piloted

2201	First version of Middle School Good Governance Program is produced	Existence of first version of Middle School Good Governance Program which meets defined specifications.	<i>Draft Middle School Good Governance Program produced</i>	Project start-up	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2
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204 Continuous assessment toolkits are drafted and piloted in 20 targeted schools.

2303	Draft of methods and program of training in continuous learning assessment in Good Governance for MS teachers, principals, and pedagogical cadres is administered in 20 establishments	Evidence that draft of methods and program of educators' training in continuous learning assessment in Good Governance has been piloted in 20 establishments	<i>Draft administered in 20 schools</i>	Project start-up	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2
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CODE	INDICATOR	DEFINITION	Target Y1	Dec 08	Mar 09	Jun 09	Sep 09
COMPONENT 3 - Governance and management							
301	<i>The Education Governance and Management Advisory Committee (CBGE) and technical working group are established and functional.</i>						
3001	Education Governance and Management Advisory Committee (CBGE) is established	Existence of Committee with clearly defined mission, objectives, terms of reference, and membership.	<i>CBGE established</i>	Project start-up	Education Good Governance Committee (CBGE) established; first meeting held 4 March 2009	CBGE Working Group on Education Accounts held 12 May 2009	2 meetings of regional Partnership Oversight Committee held in Fatick (1 July & 7 Aug 2009)
302	<i>A situation analysis and baseline data collection, with a review of existing practices, instruments, and capacity development modules relevant to governance and management of the education sector is carried out and validated.</i>						
3101	Situation analysis of practices, tools, and relevant training modules relating to education sector governance and resource management is carried out	Existence of a situation analysis that incorporates an inventory of key actors on effective education resource management, an annotated compilation of current practices, tools, and training modules, and actors expectations	<i>Situation analysis & program review completed</i>	Project start-up	Related activity is under preparation	Baseline situation assessments conducted at local and national levels; final report in preparation	National and local baseline situation assessment reports produced for validation.
303	<i>A program of support to Regional and Local Councils designed to strengthen their capacities in effective management of resources for education is developed, piloted in 2 Regional Councils and 6 local councils, and validated for generalization.</i>						
3102	Capacity strengthening program in effective management of education resources is validated after piloting in 2 Regional Councils (CR) and 8 Local Councils (CL)	Existence of revised version of the program of support for CRs and CLs, validated by the Good Governance Advisory Committee (CBGE)	<i>CR / CL support model validated</i>	Project start-up	Related activity is under preparation	Program is under development for test planned in August-September 2009	Test of the training program underway in Fatick (14-19 sep; 28 sep - 03 oct 2009).

CODE	INDICATOR	DEFINITION	Target Y1	Dec 08	Mar 09	Jun 09	Sep 09
304	<i>A program of support to civil society organisations designed to enhance their contribution to effective and transparent education resource management is developed, piloted in 8 communities and validated for extension to other organizations.</i>						
3103	Capacity strengthening program in OSC contribution to transparent and effective education resource management is validated after piloting with CSOs in 2 regional centers and 8 local communities	Existence of revised version of the program of support for CSOs, validated by the Good Governance Advisory Committee (CBGE)	<i>CSO support model validated</i>	Project start-up	Related activity is under preparation	Program is under development for test planned in August-September 2009	Test of the training program underway in Fatick (14-19 sep; 28 sep - 03 oct 2009).
305	<i>Two Regional Councils and six Local Councils share information and hold public dialogue on actions planned to support education, and on the acquisition and utilisation of Education resources.</i>						
3104	Number of Regional and Local Councils that conduct a Public Education Account to review education sector performance and allocation and use of resources for education	Count of CRs and CLs per year which hold a public meeting in which education sector performance and resource allocation and use are communicated and discussed.	<i>2 CR; 6 CL</i>	Project start-up	Related activity is under preparation	Management capacity development and support program for CLs is under development	Test of the training program underway in Fatick (14-19 sep; 28 sep - 03 oct 2009).
306	<i>A mechanism for public dialogue at the national level on education sector performance and budget execution is developed and tested (initial National Education Account demonstration exercise)</i>						
3105	System of national public dialogue on education sector performance, resource allocation and use is developed and in use	Existence of evidence that a process of reliable data collection, publication, and public dialogue on national education expenditures has occurred	<i>Demonstration exercise & roundtables implemented</i>	Project start-up	Related activity is under preparation	Feasibility study for national education accounts conducted.	Study report produced and validated before the Technical Working Group; final version in process.

COMPONENT 4 - Public-private partnerships

401 Public-Private Partnership Advisory Committee comprised of business leaders is developed and functional

1201	Action Committee for the promotion of public-private partnerships for education is established (CAPPPE)	Existence of partnership framework meeting defined performance criteria.	<i>CAPPPE and PPP working group established</i>	Project start-up	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2
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CODE	INDICATOR	DEFINITION	Target Y1	Dec 08	Mar 09	Jun 09	Sep 09
402 A situation analysis and baseline data collection on the state of public-private partnership in education are conducted							
1217	Situation analysis and baseline data collection on the state of public-private partnership in education are conducted	Existence of Committee-validated situation analysis report	<i>Situation Analysis report produced</i>	Project start-up	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2
403 An operational plan for a national campaign for education is developed							
1218	Operational plan for national campaign for education developed	Existence of Operational plan meeting defined criteria	- - -	Project start-up	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2
404 Job fairs, school visits and career nights are organized and financed by business leaders in at least 20 middle schools as pilot initiatives							
1216	Number of visits to middle schools made by businesspeople	Count of one-day structured visits made	100	Project start-up	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2
405 An internship program is designed, implemented and evaluated with 60 middle school students, half of whom are girls							
1209	Internship program is evaluated and validated on the basis of the test phase	Existence of documentation defining principles and procedures of internship program, validated by the CAPPPE	<i>Internship program validated</i>	Project start-up	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2	Start-up of related activities deferred to Year 2

COMPONENT 5 - Information and communication technologies

501 Wireless Internet for Better Education Advisory Committee (CIMED) and a Technical Working Group are established

2401	IMED (Internet for Better Education) Advisory Committee and Working Group are established	Existence of IMED Advisory Committee and Working group with identified members and terms of reference	<i>CIMED Advisory Committee & Working Group established</i>	Project start-up	CIMED Committee and Working Groups established	CIMED Committee and Working Groups are operational.	CIMED Committee and Working Groups are operational.
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CODE	INDICATOR	DEFINITION	Target Y1	Dec 08	Mar 09	Jun 09	Sep 09
502 A feasibility study, including baseline data collection, is completed and validated							
2402	Feasibility study with situation report is produced and validated	Existence of completed, validated feasibility study and report that meet criteria to be established.	<i>Feasibility study produced and report validated</i>	Project start-up	Related activity is under preparation	Baseline situation assessment conducted; report being finalized for validation.	Baseline situation assessment conducted, report produced and validated 22 september 2009
503 Activities linked to the internet connection are tested and evaluated in 10 schools							
2411	Number of schools connected to the internet with USAID/BE assistance	Number of schools that have received wireless connection equipment and installation provided through USAID/BE assistance.	10	Project start-up	Related activity is under preparation	11 test middle schools identified, with selection validated by the CIMED	Baseline situation: Out of 385 middle schools surveyed, 77 (20%) are currently already connected (prior to Project assistance)
504 The members of the maintenance Technical Clubs are identified and trained in 4 pilot schools							
2405	Number of students (disaggregated by gender) selected as members of the technical maintenance clubs	Count of the number of students participating in technical management clubs put in place in schools	48	Project start-up	Related activity is under preparation	11 test middle schools identified (List available)	No change since previous quarter
505 Access to educational information and resources via internet and WIFI is tested in 4 pilot schools							
2403	Access to education information and resources through the Internet is piloted in schools	Evidence exists that access to education information and resources through the Internet has been piloted in schools	<i>Piloting occurs (10 schools test)</i>	Project start-up	Related activity is under preparation	11 test middle schools identified (List available)	No change since previous quarter
506 The MOE web portal is improved							
2409	Percentage increase in average scores of subjective judgments by a sample of end-users on a set of scales as to the relative usefulness and conviviality of the new MOE Website relative to the previous website	Average "score" on usefulness and conviviality judgment scales by random representative sample of end-users of new website; divided by equivalent score obtained on previous website.	<i>Establish baseline</i>	Project start-up	In preparation as part of situation analysis	Baseline situation assessment carried out; report being finalized	Baseline situation: 94% of users consider the website useful; 69% are satisfied with their visit to the site

APPENDIX 2
FIRST QUARTER PLANS
(October 1 – December 31, 2009)

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Composante Enfants Vulnérables

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
120	Gestion de la Composante Enfants Vulnérables (EV)						
12001	Planification et budgétisation trimestrielle	CN-EV	Equipe EV, CoReg	DK			x
12002	Préparation des rapports trimestriels	CN-EV	Equipe EV, CoReg	DK			x
12003	Organisation logistique et administrative des activités	CN-EV	Equipe EV, CoReg	DK & Régions	x	x	x
121	La version provisoire du référentiel d'enseignement élémentaire / secondaire / professionnel adapté aux Talibés et autres enfants vulnérables est mis à l'essai						
12101	Former les enseignants à la mise en œuvre du référentiel harmonisé	CT-EV	Coreg, IA/IDEN, DEMSG, DEE, DPRE/STP, ID, Experts SC, AMC, CL	DK, LG, SL, MT	x	x	
12102	Piloter la mise en œuvre du référentiel harmonisé dans les structures choisies	CT-EV	Coreg, IA/IDEN, DEMSG, DEE, DPRE/STP, ID, EXPERTS SC, AMC, Collectivités Locales	DK, LG, SL, MT		x	x
122	12,500 Talibés et autres enfants vulnérables (dont 2250 filles) sont nouvellement inscrits dans des programmes d'enseignement primaire, moyen secondaire, et professionnel						
12201	Identifier et contractualiser avec les ONG et OSC locales porteurs de projets pour l'inscription massive des enfants vulnérables et l'offre d'un paquet de services de qualité aux structures éducatives et aux enfants vulnérables	CN-EV	Coreg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL, CTS	DK, LG, SL, MT	x	x	
12202	Renforcer les capacités des associations de maitres d'écoles coraniques existantes et aider à la création d'autres associations de maitres d'écoles coraniques dans les régions où elles n'existent pas	Coreg	Coreg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL, CTS	DK, LG, SL, MT			x
12204	Inscrire des enfants dans les différents programmes de mise en œuvre du curriculum amélioré	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL	DK, SL-U	x	x	
12205	Organiser des ateliers de partage et de renforcement des capacités des MEC	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, DC	DK, SL-U		x	x
12206	Organiser des sessions de formation en hygiène	CPI	COREG, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), Action Sociale AMEC, CL, CTS, Service d-hygiène, District Sanitaire	SL-R, MT		x	x
12207	Dérouler le programme d'apprentissage du français, des langues nationales et du calcul dans des structures éducatives	CPI	COREG, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), Action	SL-R, MT		x	x

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
			Sociale AMEC, CL, CTS, ONG, OCB, OSC				
12208	Dérouler le programme d'apprentissage de métiers dans des structures éducatives	CPI	COREG, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL, CTS, CDFP, CRETEF	SL-R, MT		X	X
123	1200 enfants (dont 400 filles) provenant des zones PAEM retournent en famille et continuent leur scolarisation sur place						
12301	Identifier les circuits de déplacement des enfants des régions PAEM ciblées vers Dakar et les villes du Nord et mobiliser les acteurs locaux pour leur offrir une éducation de base de qualité au niveau local	CN-EV	Coreg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL,	DK, FK, KD, KG, LG, MT, TC, ST-U, ST-R, SD, ZG		X	X
12302	Mettre en place un mécanisme endogène de prévention et scolarisation des enfants au niveau local	CN-EV	CoReg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL,	FK, KD, KG, TC, SD, ZG		X	X
124	1500 élèves (dont 600 filles) vulnérables à la déperdition scolaire continuent leurs études						
12401	Organiser avec la DEMSG un atelier d'harmonisation et de stabilisation du processus d'identification des enfants vulnérables à la déperdition scolaire	CN-EV	CT, IA, IDEN, DEE, FENAPES, Chef d'établissement (CE), CoReg, DAS, COS	DK		X	
12402	Élaborer et mettre en oeuvre des dispositifs adaptés de prise en charge des enfants vulnérables à la déperdition scolaire	CN-EV	CT, IA, IDEN, DEE, FENAPES, Chef d'établissement (CE), CoReg, DAS, COS	DK, FK, KD, KG, LG, MT, TC, ST-U, ST-R, SD, ZG	X	X	X
12403	Assurer le suivi des performances scolaires des enfants vulnérables à la déperdition scolaire	M&E Unit	CT, IA, IDEN, DEE, FENAPES, Chef d'établissement (CE), CoReg, DAS, COS	DK, FK, KD, KG, LG, MT, TC, ST-U, ST-R, SD, ZG			X
125	Une campagne nationale de plaidoyer est mené pour obtenir l'engagement optimal des autorités de l'État, des élus locaux, des leaders d'opinion dans l'application des dispositions réglementaires protégeant les enfants						
12504	Promouvoir les échanges et la concertation entre acteurs étatiques et non étatiques	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, DC, AMEC	DK, SL-U		X	X
12505	Mobiliser les OCB autour de l'amélioration du cadre de vie des daara et leur offre éducative	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, DC	DK, SL-U			X
126	Le cadre de vie de 150 structures éducatives est amélioré (réhabilitation, matériel didactique, matériel de loisir et de sport, équipement divers)						
12601	Identifier les besoins d'accompagnement des structures éducatives sélectionnées pour la réhabilitation et équipement des espaces d'apprentissage	CoReg	CoReg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL, CTS	DK, LG, SL, MT	X	X	

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
12602	Fournir 15 tables bancs et 100 lots de matériel didactiques à 25 daara	PLAN	staff Plan, GMO, MEC	DK, LG	x	x	
12603	Réhabiliter l'environnement sanitaire des centres de formation professionnelle et des centres de réinsertion	PLAN	GMO, directeurs d'écoles, urbanisme, staff Plan	DK, LG	x	x	
12606	Réhabiliter et équiper 100 daaras en hangars (90), latrines (80), espaces d'apprentissage (<i>10 lampes gaz, 600 bancs, 1500 nattes, 1000 tables, 100 meubles de rangement, 100 lots mat de nettoiement, 100 lots matériel d'hygiène, etc.</i>)	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, Autorités	DK, SL-U	x	x	
12607	Approvisionner 25 structures de formation en eau potable (<i>25 pompes</i>)	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, SH	DK, SL-U	x	x	
12608	Améliorer le cadre de vie des structures éducatives (<i>équipements, matériel didactique, matériels de loisirs et de sport, équipement d'initiation professionnelle</i>)	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, Autorités	DK, SL-U	x	x	
12609	Construction et réhabilitation de structures éducatives (espaces d'apprentissage, latrines, approvisionnement en eau potable)	CPI	COREG, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, AMEC, CL, CTS, Services spécialisés (hygiène, hydrologie)	SL-R, MT	x	x	
12611	Distribuer des vivres dans les Daaras	CPI	COREG, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, AMEC, CL, CTS, OCB, OSC, Transporteurs, Magasinier	SL-R, MT		x	x
12612	Dérouler le déparasitage des enfants vulnérables inscrits dans les programmes	CPI	COREG, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, District Sanitaire AMEC, CL, CTS, EV	SL-R, MT		x	x

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Composante Curriculum et Enseignement

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
220	Gestion de la Composante Curriculum et Enseignement (CE)						
22001	Planification et budgétisation trimestrielle	CN-CE	Equipe CE; Répondant	DK			X
22002	Préparation des rapports trimestriels	CN-CE	Equipe CE; Répondant	DK			X
22003	Organisation logistique et administrative des activités	CN-CE	Equipe CE; Répondant	DK, FT, KD, , KG, LG, SD, TA, ZG	X	X	X
221	Un curriculum revisé pertinent avec ses outils d'évaluation des apprentissages est élaboré par des commissions disciplinaires pour les matières Français, Maths, SVT, Physique-Chimie, et Histoire-Géographie, années 6e/5e et 4e/3e.						
22101	Première réunion du CNEC pour la validation des travaux des groupes de travail	CN-CE	70 membres du CNEC	DK	X		
22103	Mettre en place et rendre fonctionnels les Comités régionaux pour l'élaboration du curriculum (CREC)	IA CN-CE	25 pers x6régions	DK, FT, KD, , KG, LG, SD, TA, ZG	X	X	X
22104	Partage du cadre théorique des curriculums pertinents avec les commissions nationales de programmes des 5 disciplines et invités des autres disciplines et des facilitateurs régionaux	CN-CE 6 formateurs	150 membres des commissions nationales de programmes 10 membres (2 de chacune des 5 régions FT, KD, KG, LG, SD, TA, ZG)	DK	X		
22105	Elaborer les modules de formations des équipes de rédaction	CN-CE Equipes de rédaction	2persx5disciplines	DK	X		
22106	Choisir et former les membres des équipes de rédaction du curriculum	IGEN IA CN-CE	ETN : 6persx7disciplines + 10 pers autres disciplines 6ETR : 2 persx7discipx6 régions	DK, FT, KD, , KG, LG, SD, TA, ZG	X	X	
22107	Concevoir et élaborer pour les cinq disciplines (Maths, Fr, SVT, PC, HG) la version provisoire du curriculum en 6 ^e / 5 ^e et 4 ^e / 3 ^e et la boîte à outils de l'évaluation continue des apprentissages en impliquant d'autres disciplines	CN-CE	SE ; 1 ETN (52 pers) ; 6 ETR (84) ;	DK, FT, KD, , KG, LG, SD, TA, ZG	X	X	X
22110	Organiser les réunions du Secrétariat exécutif et du Comité scientifique pour le suivi des activités	Adjoint CN-CE	40 Membres du SE	DK	X		X
222	Le programme de bonne gouvernance pour les collèges est élaboré par une commission mixte (avec la composante GG)						
22201	Elaboration des modules de formation des rédacteurs du programme de bonne gouvernance	CN-CE GG	6 pers	DK	X		
22202	Créer une commission mixte et former ses membres pour l'élaboration d'un programme de bonne gouvernance dans les collèges	CN-CE GG	12 pers (ETN)	DK, LG, TA, KD, , FK, ZG	X	X	

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
22203	Elaborer la version provisoire du programme et du matériel de bonne gouvernance au Collège	CN-CE GG	6 pers (ETN) 4 persx6 régions	DK, LG, TA, KD, , FK, ZG	X	X	X
224	1000 enseignants, 180 encadreurs et administrateurs, et 240 membres des APE de 60 CEM sont formés au programme de bonne gouvernance pour le CEM (avec la composante GG)						
22401	Concevoir et mettre en œuvre la formation de 180 encadreurs et administratif pour soutenir la mise en œuvre du programme de Bonne Gouvernance au Collège.	CN-CE	GT national et régionaux	DK, LG, TA, KD, , FK, ZG		X	
225	Soixante (60) CEM participent à la recherche action sur le curriculum revisé pertinent pour les matières Français, Maths ; SVT ; Physique Chimie, et Histoire Géo						
22501	60 collèges sont choisis pour la recherche action sur les versions du curriculum	CN-CE	Membres CREC; Membres GT national et régionaux	DK, LG, TA, KD, , FK, ZG	X		
22502	Concevoir et mettre en œuvre un programme de sensibilisation des chefs d'établissement des 60 collèges ciblés sur leur rôle dans l'élaboration du curriculum	CN-CE	60 chefs d'établissements	DK, LG, TA, KD, , FK, ZG		X	
22503	Partager les résultats du mapping évaluatif de 2008 et mettre en œuvre le mapping prospectif 2009 dans les 60 collèges choisis en vue de préparer les travaux interdisciplinaires	Adjoint CN-CE	120 membres des CREC 1000 enseignants et chefs d'établissement des 60 établissements	DK, LG, TA, KD, , FK, ZG		X	
22504	Appuyer les cellules pédagogiques des 60 collèges choisis pour favoriser le travail interdisciplinaire	Adjoint CN-CE	1 cellulex10collègesx6régions	DK, LG, TA, KD, , FK, ZG		X	
22505	Test d'une partie de la version provisoire du curriculum en 6 ^e /5 ^e en Français, Maths, SVT, Science Physiques, et Histoire Géographie.	Adjoint CN-CE	SE ; 1 ETN ; 6 ETR ; 600 enseignants ; 6000 élèves.	DK, LG, TA, KD, , FK, ZG		X	
22506	Appui aux clubs d'élèves des 60 établissements	Adjoint CN-CE	PPP; UPSOR; Comités national et régionaux	DK, LG, TA, KD, , FK, ZG		X	

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Composante Gouvernance et Gestion

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
320	Gestion de la Composante Gouvernance et Gestion (GG)						
32001	Planification et budgétisation trimestrielle	CN-GG	Equipe GG, CoReg	DK		x	
32002	Préparation des rapports trimestriels	CN-GG	Equipe GG, CoReg	DK		x	
32003	Organisation logistique et administrative des activités	CN-GG	Equipe GG, CoReg	DK & Régions	x	x	x
321	Soixante (60) Collectivités Locales (516 élus), 25 IA et IDEN (280 personnels); 20 OSC (200 membres) et 64 CGE (640 personnes), ainsi que 40 formateurs de facilitateurs, renforcent leurs capacités en gouvernance et gestion de l'éducation						
32101	Organiser un atelier de mobilisation des premiers responsables des structures de gestion de l'éducation	CN-GG	DEMSG, IA, IDEN, CR, CoReg	DK ou Mbour		x	
32102	Mettre en place et rendre fonctionnelle les comités locaux de suivi dans les régions	CAG-Reg CoReg	DEMSG, IA, IDEN, CR, CoReg	FK, TC, KG, KD, ZG, SD		x	x
32103	Sélectionner les structures partenaires et bénéficiaires	CAG-Reg CoReg	IA, IDEN, CR	FK, TC, KG, KD, ZG, SD		x	x
32104	Sélectionner et Former les formateurs régionaux	CN-GG	CAG-Reg, CoReg Autres formateurs	FK, TC, KG, KD, ZG, SD, LG, MT, SL		x	x
32105	Mettre en place et rendre opérationnel le dispositif de formation et d'accompagnement des structures en charge de l'éducation	CN-GG, CAG-Reg	DEMSG Collectivités IA, IDEN OSC	FK, TC, KG, KD, ZG, SD			x
322	Un dispositif de dialogue public sur les performances et la gestion du système éducatif est mis en marche aux niveaux national et régional (6 fora régionaux; 2 fora nationaux, comprenant entre autres présentation des Comptes de l'éducation)						
32201	Organiser une rencontre sur les normes de qualité et de performances des structures de gestion de l'école et les implications de leurs interventions	CN-GG	DEMSG, IA, IDEN, CL, CGE	DK		x	
32202	Mettre en place un Groupe de Travail sur les Comptes de l'éducation et le rendre fonctionnel	CN-GG	USE, DEMSG, DPRE, DAGE, MEF, MDEC	DK		x	
32203	Elaborer et tester aux niveaux régional et national la méthodologie, les procédures et outils sur les performances et les comptes de l'éducation	CN-GG	CAG-Reg, IA, IDEN, CL, DEMSG, DAGE, DPRE, MEF, MDEC	FK, TC, KG, KD, ZG, SD		x	x
32204	Organiser les fora aux niveaux national et régionaux	CN, RGG-APE, CAG-Reg	CAG-Reg, CoReg, CL, IA, IDEN, OSC APE, média syndicats, SCOFI	FK, TC, KG, KD, ZG, SD, DK	x		
32205	Mettre en place un dispositif de communication qui accompagne les fora	CN CAG-Reg RGG-APE	DEMSG IA, IDEN, OSC, CL, MEDIA	FK, TC, KG, KD, ZG, SD, DK		x	

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
323	La FENAPES; 25 Unions et 64 APE de base, dont environ 900 personnes au total, renforcent leurs capacités en gouvernance et gestion de l'éducation grâce au programme de formation-accompagnement USAID EDB en la matière						
32301	Former les APE et Unions dans leur développement institutionnel et sur leurs rôles d'acteur social dans le développement de l'école et la prise en charge des enfants vulnérables	RGG-APE	FENAPES, URAPE, UDAPE, APE AUTREs OSC	FK, TC, KG, KD, ZG, SD	x	x	
32303	Mettre en œuvre un système d'accompagnement des APE et sur leurs rôles d'acteur social dans le développement de l'école et la prise en charge des enfants vulnérables	RGG-APE	FENAPES, URAPE, UDAPE, APE, autres OSC	FK, TC, KG, KD, ZG, SD, DK	x	x	
32304	Appuyer la FENAPES dans la mise en œuvre de son plan de renforcement	RGG-APE	CN, FENAPES	DK	x		
324	Soixante (60) communautés éducatives de base (CL urbaines et rurales, CGE, APE et autres OSC formés) font preuve d'une gouvernance plus participative et d'une gestion plus transparente de l'éducation						
32401	Analyser les PE, PLDE, PDDE, et PRDE et Elaborer les plans d'appui aux communautés éducatives de base	CAG-Reg	DEMSG, Collectivités, IA, IDEN, OSC	FK, TC, KG, KD, ZG, SD	x	x	
32402	Octroyer et suivre les subventions aux Collectivités Locales, OSC, et CGE, leur permettant de mettre en œuvre les activités liées à la bonne gouvernance	CN-GG, CoReg	UPS, CL, CGE, OSC	FK, TC, KG, KD, ZG, SD, DK	x	x	

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Composante Partenariats Public-Privé

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
420	Gestion de la Composante Partenariats Public Privé (PPP)						
42001	Planification et budgétisation trimestrielle	CN-PPP	CoReg; Staff finances	DK		X	
42002	Préparation des rapports trimestriels	CN-PPP	Equipe EV, CoReg	DK		X	
42003	Organisation logistique et administrative des activités	CN-PPP	CoReg; Staff finances	DK & Régions	X	X	X
43004	Recrutement Adjoint PPP chargé des régions	COP	CN-PPP	DK	X	X	
421	Un cadre de concertation (table ronde au niveau national) et de communication sur le partenariat en faveur de l'éducation est mis en place et fonctionnel						
42101	Mettre en place une task force pour la préparation des tables rondes	CN-PPP	COP, secteur privé	DK	X	X	X
42102	Mettre en place une table ronde des entreprises en appui à l'éducation et appuyer sa fonctionnalité au niveau national	CN-PPP	COP et autres CN et unités, DEMSG, secteur privé	DK	X	X	X
42103	Recruter une firme en communication pour concevoir et mettre en œuvre la campagne de communication et marketing au niveau national	CN-PPP	COP, département finances, DEMSG	DK & Régions	X	X	X
42104	Mise en place plan de communication pour la journée du partenariat	CN-PPP	CN TIC	DK	X	X	
42106	Préparer et effectuer un premier voyage d'études	CN-PPP	COP, DEMSG,	Hors du Sénégal		X	
422	Une étude sur l'état des lieux et la faisabilité de mise en place d'un cadre réglementaire du partenariat public-privé dans le secteur de l'éducation est effectuée						
42201	Recruter un cabinet pour effectuer sur étude sur état des lieux et le cadre réglementaire et mettre en œuvre l'étude	CN-PPP	COP, département finances	DK	X	X	X
423	Un programme de stages d'élèves et de visites entre les établissements scolaires et les entreprises et institutions privées est mis en oeuvre, avec 2500 stagiaires, 1000 visites d'élèves au secteur privé, et 1000 visites de chefs d'entreprise aux établiss						
42301	Définition des orientations de stages et visites ; définition du plan de ciblage	CN-PPP, CA-PPP	Toutes composantes CoReg, IA, IDEN, chefs d'établissement, DEMSG	DK & Régions		X	
424	Quarante (40) partenariats sont établis avec des institutions et entreprises privées au profit de l'Education de base, pour une contribution totale de USD 500,000 (FCFA 250,000,000) au secteur.						
42401	Elaboration des cadres de partenariat	CN-PPP	Petites subventions, USAID, AED, DEMSG	DK	X		
42403	Rencontres avec les entreprises privés	CN-PPP	COP	DK & Régions	X	X	X

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Composante Technologies d'Information et de Communication

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
COMPOSANTE 5 - TECHNOLOGIES D'INFORMATION ET DE COMMUNICATION							
520	Gestion de la Composante Technologies d'Information et de Communication (TIC)						
52001	Planification et budgétisation trimestrielle	CN-TIC	Equipe TIC et CoReg	DK			X
52002	Préparation des rapports trimestriels	CN-TIC	Equipe TIC et CoReg	DK			X
52003	Organisation logistique et administrative des activités	CN-TIC	Equipe TIC et CoReg	DK & Régions	X	X	X
521	Les acteurs clés (directions et services du Ministère de l'éducation, agences, secteur privé) sont mobilisés autour de la connectivité (énergie, internet) de 147 150 structures éducatives (132 CEM, 15 18 Daara et autres structures éducatives)						
52101	Exploiter les résultats de l'état des lieux pour déterminer les zones d'interventions. Sélectionner les structures éducatives cibles en se basant sur les critères de zones, d'état énergétique et en collaboration avec les autres composantes	EDB/TIC CE-EV-GG	DEMSG, ADIE, CoReg, ID, IA, IDEN	DK, LG, KD, , FK, TC, KG, ZG, MT, SD, SL	X	X	
52102	Se Concerter avec les acteurs pour déterminer, planifier et budgétiser des solutions techniques pour la connectivité des cibles (énergie et wifi).	EDB/TIC EDB/PPP EDB/EV	DEMSG, ADIE, Secteur privé, CoReg, ARTP, IA, IDEN, ID	DK, TC, SL		X	X
52103	Mobiliser le secteur privé pour appuyer le financement et la pérennisation de la connectivité et de l'équipement TIC des structures éducatives (sensibilisation, engagement, mobilisation)	EDB/TIC EDB/PPP EDB/EV	DEMSG, ADIE, Secteur privé, CoReg, ARTP, IA, IDEN, ID	DK, LG, KD, , FK, TC, KG, ZG, MT, SD, SL			X
522	La connexion internet est établie et les activités y afférentes (utilisation pour les fins pédagogiques; clubs; sites webs; outils de gestion) sont fonctionnelles dans 150 CEM, Daara, et autres structures éducatives						
52201	Préparer, équiper et connecter à l'internet 11 structures éducatives	EDB/TIC	Fournisseurs TIC, CEM, Daara	DK, LG, KD, , FK, TC, KG, ZG, MT, SD, SL	X	X	X
52202	Suivre, appuyer et accompagner les 11 structures éducatives	EDB/TIC EDB/SE EDB/CE		DK, LG, KD, , FK, TC, KG, ZG, MT, SD, SL	X	X	X
523	Quatre-vingt (90) formateurs, 150 chefs d'établissement et autres administratifs, 294 enseignants, et 10,000 élèves et talibés (dont 1724 membres clubs TIC) sont formés pour mettre en oeuvre les activités TIC dans 150 CEM, Daaras, et autres structures éd						
52301	Préparer le paquet d'intervention : Produire des contenus pédagogiques TICE ; Créer 11 sites web et des adresses email pour les enseignants	EDB/ TIC - CE - EV - GG – PPP- SE-PSOR	DEMSG, ID, IA, IDEN, IMED, CIME, CEM	DK, LG, KD, , FK, TC, KG, ZG, MT, SD, SL	X	X	X
52302	Former les acteurs des 11 structures : Formateurs ; Clubs TIC. Comités de	EDB/TIC-EV-GG	IMED, experts CE et GG	DK, LG, KD, , FK,	X	X	X

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
	pilotage, Chefs d'établissement, Enseignants ; élèves.			TC, KG, ZG, MT, SD, SL			
52303	Suivre, appuyer et accompagner les 11 structures éducatives pour l'utilisation du paquet	EDB/TIC SE	IMED, experts CE, GG, EV	DK, LG, KD, , FK, TC, KG, ZG, MT, SD, SL	X	X	X
524	Des outils communication (sites web pour le Ministère et pour le projet) sont développés et opérationnels; et un appui technique est fourni aux partenaires stratégiques (FENAPES, UAEI, CR et IA) dans le développement de leurs propres sites web existants.						
52401	Concevoir et développer un Site web pédagogique TICE, Mise en ligne des contenus pédagogiques de toutes les composantes et des matériels développés par les enseignants.	EDB/TIC	EDB, DEMSG, FASTEF, RESAFAD, ADIE	DK	X	X	X
52402	Concevoir, développer un site web Test du ME après exploitation des résultats de l'état des lieux. Appuyer la CIME dans l'amélioration du portail web du ministère de l'éducation : Exploitation des résultats de l'Etat des lieux ; Proposition d'amélioration ; Rencontre avec CIME ; DEMSG ; DPRE.	EDB/TIC	CIME, DEMSG, DPRE	DK	X	X	X
52403	Conception, développement et opérationnalisation d'un Site web pour EDB	EDB/TIC	AED,	DK	X	X	X

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Unité Petites Subventions et Opérations Régionales

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
620	Gestion de l'Unité des Petites Subventions et des Opérations Régionales (UPSOR)						
62001	Planification et budgétisation trimestrielle	CN-UPSOR	UPSOR, COREG	DK			X
62002	Préparation des rapports trimestriels	CN-UPSOR	UPSOR, COREG	DK			X
62003	Organisation logistique et administrative des activités	CN-UPSOR	UPSOR, COREG	DK & Régions	X	X	X
621	Le dispositif des petites subventions et les mécanismes de financement et d'appui sont définis, validés et partagés.						
62101	Finaliser le manuel de procédures sur les petites subventions	CN-UPSOR	UPSOR, EDB, AED	DK	X		
62102	Tester le manuel	CN-UPSOR	UPSOR, EDB, COREG	DK et régions		X	
62103	Valider, approuver et partager le manuel de procédures sur les petites subventions	CN-UPSOR	EDB, AED	DK		X	
62104	Identifier et définir le type d'appui aux ONG, OCB, CL, APE	CN-UPSOR	UPSOR, EDB, COREG	DK	X		
62105	Effectuer des visites de terrain	CN-UPSOR	UPSOR, COREG	SL, LG, MT, TC, ZG, KD, FT, DK			X
62106	Visite d'échange avec les autres bureaux d'AED pour bénéficier de l'expérience en matière de gestion de PS et de l'opérationnalisation régionale	CN-UPSOR	UPSOR, EDB, AED	DKR	X		
622	Les personnels des bureaux régionaux et des partenaires sont orientés aux procédures USAID / EDB en synergie avec l'USE						
62201	Finaliser la politique et le manuel de procédures de gestion régionale	CN-UPSOR	UPSOR, EDB, AED	DKR	X		
62202	Valider, approuver et partager le manuel de procédures de gestion régionale	CN-UPSOR	EDB, AED	DKR		X	
62203	Planifier et concevoir des ateliers régionaux d'orientation	CN-UPSOR	UPSOR, EDB, COREG, USE	DKR	X		
62204	Valider, Organiser et mettre en œuvre des ateliers régionaux d'orientation	CN-UPSOR	UPSOR, EDB, COREG, USE	DKR		X	
62205	Effectuer des visites de suivi	CN-UPSOR	UPSOR, COREG, USE	SL, LG, MT, TC, ZG, KD, FK, DKR			X
62206	Définir et mettre en marche les opérations régionales (ouverture de comptes régionaux, mécanismes de financement,	CN-UPSOR	UPSOR, EDB, COREG,	DKR	X		
623	200 structures éducatives bénéficiaires développent et mettent en œuvre leur PE avec un appui du projet						
62301	Elaborer et valider les modèles de PE adapté aux types de structures éducatives	CN-UPSOR	UPSOR, EDB, AED, COREG, ME	DKR		X	
62302	Définir la politique et les procédures d'appui dans la mise en œuvre des PE	CN-UPSOR	UPSOR, EDB, AED, COREG, ME	DKR		X	
624	Un mécanisme de cost share est défini, développé et mise en œuvre						
62401	Définir et valider un mécanisme de cost share	CN- UPSOR & ASST UPSOR	Sous contractants, partenaires, EDB, CEV, PPP	DKR	X		

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Unité Suivi - Évaluation

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS			
		Responsable	Autres acteurs		Oct	Nov	Dec	
UNITE SUIVI - EVALUATION								
720	Gestion de l'Unité Suivi Évaluation (USE)							
72001	Planification et budgétisation trimestrielle	D-USE	CN-USE et CoReg	DK		X		
72002	Préparation des rapports trimestriels	CN-USE	D-USE et CoReg	DK		X		
72003	Organisation logistique et administrative des activités	CN-USE	D-USE et CoReg	DK & Régions	X	X	X	
72004	Appui à la gestion du Projet	D-USE	CN-USE et CN	DK	X	X	X	
721	Les dispositifs de suivi et d'évaluation du Projet sont stabilisés et validés avec les acteurs nationaux et régionaux							
72101	Adapter les dispositifs de S&E (guide, outil...) au niveau régional	CN-USE	D-USE; DEMSG-SE; DPRES-SE; UPSOR	DK	X			
72102	Faire le test des dispositifs de suivi-évaluation dans 3 régions	CN-USE	D-USE; DEMSG-SE; DPRES-SE; CN; IA; IDEN; CoReg	SL, FK, ZG		X		
72103	Réviser, valider et finaliser les dispositifs avec les niveaux national et régional	CN-USE	D-USE; DEMSG-SE; DPRES-SE; PAEM-SE; CN; IA; IDEN; CoReg	DK			X	
722	Le personnel du Projet et des répondants du Ministère au niveau national et dans les 10 régions du Projet sont formés sur les dispositifs de suivi et d'évaluation							
72201	Conception de la formation sur les dispositifs de suivi-évaluation (fiches pédagogiques, exercices)	D-USE; CN-USE	DEMSG-SE; DPRES-SE	TH	X			
72202	Mise en œuvre de la formation sur les procédures et outils de suivi des activités du projet	CN-USE	D-USE; DEMSG-SE; DPRES-SE; IA; IDEN; CN, CoReg; A-Reg, UPSOR	DK, SL, TC, ZG		X	X	
723	Le suivi des activités du Projet est fonctionnel dans les 10 régions du Projet et au niveau national							
72301	Les personnels formés assurent le respect des procédures de suivi, notamment le remplissage correct des outils et la remontée régulière des informations	CN-USE;	Personnels IA; IDEN; CoReg	Toutes les Régions		X	X	
72302	Mener des missions de supervision - assurance de la qualité des données (AQD) de suivi collectées	CN-USE;	D-USE, DEMSG-SE; DPRES-SE; IA; IDEN; CN, Coreg	Toutes les Régions		X	X	
72303	Mise à jour de la base PSEP, sur la base des informations de suivi remontées	CN-USE	Personnels administratifs projet	DK			X	
724	L'évaluation des acquis des formations et autres activités du Projet est fonctionnelle au niveau de toutes les Composantes							
72401	Appuyer les Composantes dans l'élaboration d'outils d'évaluation interne (pré-tests; post-tests; enquêtes CAP; checklists d'observation) relatifs aux formations et activités d'appui mises en œuvre	D-USE	CN-USE, DEMSG-SE; DPRES-SE, Equipes des composantes	DK	X	X	X	

PLAN D'ACTION POUR LA PÉRIODE OCTOBRE – DÉCEMBRE 2009 : Direction et Unité Gestion Administrative

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
DIRECTION ET ADMINISTRATION DU PROJET							
820	Gestion globale du Projet						
82001	Planification et budgétisation trimestrielle/annuelle	COP; DCOP; USE	A-Comm; SFM ; UPSOR ; CN; COREG; DEMSG/ID	DK, Saly			X
82002	Préparation des rapports trimestriels et annuel	COP; CN	DCOP ; USE ; UPSOR ; CN, AA; DEMSG/ID	DK & Régions			X
82003	Organiser et assurer la mise en œuvre logistique et administrative des activités	AA ; A-Comp ; SFM	DCOP ; COP	DK & Régions	X	X	X
82004	Assurer la transition entre PAEM et EDB	COP	COP/PAEM; AED HO ; DCOP ; SFM ; A-Comm ;	DK & Régions	X	X	X
82005	Elaborer et mettre en œuvre un plan de collaboration avec le ME	COP ; DEMSG ; ID	CN ; USE ; AED HO ; USAID	DK	X	X	X
82006	Analyser les besoins en matériel et équipements et faire les acquisitions nécessaires	DCOP ;COP ; SFM	CN ;COREG ; AED HO ;	DK	X	X	X
82007	Analyser les besoins en ressources humaines et faire les ajustements nécessaires	COP ; AED HO	USAID ; PAEM	DK	X	X	X
821	Les politiques du Projet en matière de gestion technique, administrative et financière sont stabilisées et formalisées						
82101	Stabiliser et la finaliser les procédures techniques du projet	COP ; USE	AED HO ; CN, UPSOR	DK, Regions	X		
82102	Stabiliser et la finaliser les procédures administratives et financières du projet	DCOP ; SFM	COP ; AED HO ; UPSOR ;	DK, Regions	X		
82103	Appuyer le staff et assurer la mise en œuvre et le suivi des procédures techniques, administratives, et financières du projet	COP ; DCOP ;	SFM ;USE ;AED HO ; UPSOR	DK, Regions	X	X	X
822	Le dispositif de communication interne est renforcé avec entre autres intranet sur site web mis en place						
82201	Creer et piloter le dispositif de communication interne y inclus le développement de l'intranet (national/regional)	COP ; A-Comm ; Webmaster	USE ; CN ; COREG ;DEMSG/ID	DK	X	X	X
82203	Développer un plan de communication externe y inclus un site web pour le projet	COP ; A-Comm ; Webmaster	USE ; AED HO ; USAID ; TIC; DEMSG/ID	DK		X	X
823	Un programme de développement professionnel du staff national et régional du Projet est mis en œuvre						
82301	Analyser les besoins du staff	DCOP ; AED HO	COP ; staff	DK		X	X

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Oct	Nov	Dec
82302	Identifier les ressources disponibles et développer le programme de développement professionnel du staff	DCOP ;AED HO	COP ;AED HO ;USAID	DK		X	
824	Le dispositif de structures de pilotage est stabilisé et mis en oeuvre						
82401	Evaluer les résultats de la stratégie des comités consultatifs des composantes	COP	USAID ;DEMSG ; CN ;USE ; A-Comm	DK	X		
82402	Elaborer un dispositif de comités de suivi tenant compte du Comité de Pilotage et des besoins de pilotage régionaux	COP	USAID ;DEMSG ; CN ;USE-A-Comm	DK	X		